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ABSTRACT

This document consists of the four issues of the "IACD Quarterly" published in 1989. Articles in this volume include: (1) "Supervisor and Team: Catalysts-in-Training" (Lori Reinke and Clare Powers); (2) "On Being Supervised as a Supervisor" (Jeffrey Edwards); (3) "Approaches to Supervision: Expectations for Doctoral Students' Skill Development, and Criteria for Evaluation" (Allan Dye); (4) "Toward the Credentialing of Supervisors" (L. DiAnne Borders); (5) "IACD By-Laws"; (6) "Stress Management Through Exercise" (Marlene Branz); (7) "Issues in Counseling and Supervising Hearing-Impaired Counselor Trainees/Clients" (Deborah Gough and Michael Gibson); (8) "Temperament, Counseling, and Self-Esteem" (Twyman Jones); (9) "Designing a Physical Counseling Environment" (Lori Russell and Theodore Chapin); (10) "Professional Development and Aging: The Perceptions of Mature Counselors" (William Gorman); (11) "My Years as a Professional Counselor" (Donald Moler); (12) "A Personal-Professional Development Perspective" (David Livers); (13) "A Counselor Educator Views His Professional Development" (John Storey); (14) "The Career Development of a Counselor Educator" (Norman Severinsen); (15) "Insights into Counselor Development and Aging" (Jo Ann Hummers); (16) "Reflections on My Development and Aging" (Lenora Hylander); (17) "The Development of a Professional Career" (Merlin Schultz); (18) "A Professional Development Overview" (Raymond Hylander); (19) "Transnationalism: Education and Counseling for the Next Century" (Alan Stone); (20) "New Students and Stress: Implications and Interventions" (Dawn Tramontana); (21) "Understanding and Meeting Needs" (Diane Kjos); and (22) "The Use of Touch in Counseling" (Bradley Provines). (NB)

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Special Issue
Excellence in Supervision—Preparation for Counseling Excellence

Contents:

- Supervisor and Team: Catalysts-in-Training
- On Being Supervised as Supervisc
- Approaches to Supervision: Expectations for Doctoral Student Skill Development and Criteria fo Evaluation
- Toward the Credentialing of Supervisors

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Illinois Association for Counseling and Development **IACD**

SPECIAL ISSUE

Excellence in Supervision—
Preparation for Counseling Excellence

Guest Editors: Robert J. Nejedlo and Jeffrey K. Edwards

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Supervisor and Team: Catalysts-in-Training

Lori A. Reinke
and
*Clare M. Powers**

This article discusses the experience of two family therapy students in a supervisor/team model of live supervision. A brief review of the literature on family therapy training is presented. Supervisor and team qualities are discussed in terms of their contribution to therapist development.

General systems theory has provided a paradigm for understanding human life. There is an individual system, yet this individual is a part of a larger and more complex system, existing within other systems and so on. Many family therapy theory and methodologies are guided by the understanding of the family as a system. A family is understood to be a self-regulating unit which maintains its homeostatic balance via internal feedback mechanisms. In order to understand a particular family or individual concern, it is viewed within the context of the family system. The more family members perspectives the therapist has the more information he/she has about their interaction patterns used to maintain homeostasis the more likely he/she will be able to see what needs to be changed to restore healthy functioning (The Harvard Medical School, 1988).

Considering the system of family therapy in general, as it extends to the training system, we may note that adequate attention has not been given to some parts of the system. In their review of the literature of family therapy training and supervision, Liddle and Halpin (1978) indicate the need for research in the area of training in family therapy. "The family therapy field is more sophisticated developmentally in its therapeutic methodologies in the areas of training and supervision" (p. 77).

Kniskern and Gurman (1979) emphasized that there was "no research evidence that training experiences in marital-family therapy in fact increases the effectiveness of clinicians" (p. 83). Garfield (1977) also indicates that research in this area is deficient

*The authors would like to note that this article was written as a team.

across theoretical orientations. Kniskern and Gurman (1979) suggest four dimensions on which outcome of a therapist's training can be assessed: theoretical understanding, professional behavior in sessions, personal reports from the trainee, and therapeutic outcome. Gurman and Kniskern (1978) also identify therapist's experience level, therapy skills and joining skills as variables which can be related to case outcome.

Some question exists as to what can actually be taught, suggesting that a trainee's own experiences are important (Simon & Brewster, 1983). What trainees experience in the supervisory relationship is also important (Beroza, 1983; Roberts, 1983).

The work of Pagell, Carkuff, and Berenson, as cited by Kniskern and Gurman (1979), emphasizes the effects of supervision style on the therapeutic style of the trainee. "Individual therapists who receive high levels of therapeutic conditions (empathy, genuiness, and congruence) from their supervisors are more likely to offer high levels of these conditions to their patients. Such research has not been published with marital or family therapists as subjects, yet it is reasonable to assume that the results would be similar" (p. 87).

Beroza (1983) draws attention to the need for better understanding of the influences of supervisor/trainee relationships and discusses some pertinent issues which can interfere with a trainee's development. Roberts (1983) recognizes the need to address factors not only of the relationship between supervisor and supervisee, but of "the larger therapeutic-educational system that includes the supervisor, therapist and group of trainees behind the mirror" (p. 60).

From the literature we have reviewed it appears that the issues of training in family therapy have been addressed from the perspectives of supervisors. Kniskern and Gurman (1979) suggest that a trainee self-report may be used with other methods to evaluate professional behavior in therapy sessions and personal growth. We also believe trainee's perspectives are very important in evaluating the quality of training and supervision methodologies.

In an early article of this type (Gershenson & Cohen, 1978), two trainees share their experience of live supervision. Other trainees have written about their training experiences from the perspective of being a supervisor-in-training (Draper, 1982) and learning a brief therapy model after previous training in a traditional model (Szafranski, 1985). We have not found, however, any article

written by trainees which discusses their experience comparing team and live supervision.

INTRODUCTION

This article discusses some of the ways our team and supervisors have influenced our development as therapists over the course of our practicum experience at the Family Center of Northern Illinois University. The experience we will describe provides part of the clinical requirements for obtaining a Master of Science degree in marriage and family therapy from Northern Illinois University. The training program is accredited by the American Association for Marriage and Family Therapy. It is designed for training therapists in the live supervision/team approach to therapy, in accordance with the systemic-strategic models taught in the program. The Family Center is an on-campus family therapy training site offering counseling services (with a sliding fee scale) to individuals, couples, and families from the university and surrounding community.

We feel it may be helpful to begin with a description of the basic roles of the team and supervisors in the training process. The team, composed of student-therapists and occasionally a supervisor, sits behind the one-way mirror throughout the therapy sessions. They assist the therapist from a perspective of greater objectivity (see Heath, 1982; Montalvo, 1973). Team members offer immediate suggestions or questions during the session via telephone. The therapist consults with the team at some point during the session. During consultation, the team and therapist discuss the basic direction of the case. Through a brainstorming process, ideas develop into a message or intervention, which the therapist delivers upon re-entering the therapy room. The therapist always has the final decision regarding how he or she will use the team's suggestions.

The supervisors meet with student-therapists in individual and group supervision for case consultation and planning, or to discuss other training issues. It is primarily during individual supervision that the therapist and supervisors discuss and plan the direction of particular cases. The supervisors often serve as team members when providing live supervision.

Though the supervisors and team were central in this process, contributing in unique and important ways, neither can be

credited exclusively for aiding any one area of our development. Their roles and influence changed over time, as did our interactions. Sometimes we learned from watching and sometimes from doing, but there was always something to discover even in routine activities.

To say, for example, that we learned this skill from the team, or that skill from the supervisors would be impossible. As with any system, it is difficult to assign particular causes or effects to any one part of the system. The system we became involved in at the Family Center, like TJ Maxx, was "never the same place twice." We continually influenced each other and brought to this system the influences of our membership in other systems. With each new semester, the composition, education and experience levels, and dynamics of the group changed noticeably. As such, the contributions made by the team and supervisors to our development as therapists underwent an evolutionary process.

DISCUSSION

A valuable portion of how we learned to be systemic-strategic therapists could not have been directly taught. While techniques and theory were emphasized during structured supervision time, the development of our identities as therapists occurred on a more personal level through interactions with supervisors, the team, and the process itself. We believe that our supervisors and team were largely responsible for the development of our healthy attitudes and beliefs about ourselves as therapists.

The personal qualities our supervisors brought to the training experience are like those of ideal parents. They are qualities that enhanced rather than inhibited the growth process. This discussion focuses on four personal qualities of our supervisors and their value to us as therapists-in-training: Interest, patience, guidance, and congruency.

Our supervisors were interested and involved in our learning process. They were interested in our thoughts and feelings about cases, theory, and the learning process as a whole. Our opinions were important to the program. The supervisors used this feedback to modify the practicum structure. We had a voice in the quality and style of our clinical and classroom learning. The philosophy of our supervisors was clear. "This is your training experience, tell us what you need from us to make it meaningful."

This gave us the freedom to change the learning process to fit our development, individually as a group.

Our supervisors were also interested in us as individuals. They appreciated and enjoyed each of us as unique. We had unique histories and perspectives to offer our clients and each other. Our supervisors had a sincere appreciation for personality differences and similarities among us. The supervisors invested considerable energy in helping us recognize how our beliefs, attitudes, and lifestyles could influence therapy sessions, the learning process and team interactions. Through their appreciation of us as individuals, we learned that the most important asset-liability we could bring to the therapeutic process was ourselves.

Our supervisors had unlimited patience with us. During two stages of our development, we experienced extremely high levels of frustration, anxiety, self-doubt, and awkwardness. The first stage was the beginning of our theoretical development. We were primarily observers on the team. As we tried to understand and integrate theories with clinical observations, we were overwhelmed by the complexity of the process. Our questions and comments, primarily based on the various theories we had studied as undergraduates, were distracting and confusing for the advanced trainees. We were painfully aware of our own lack of understanding.

The second stage was the beginning of our executive development (i.e., skills, session management). We were seeing our first clients at this point. Our awkwardness seemed obvious in every action. During this stage, we repeated suggestions from the team and supervisors verbatim—occasionally reading statements directly from our notes. We talked to each other about "doing a reframe on a client." We also looked awkward. Overly dramatic hand gestures sent ballpoint pens sailing across the therapy room. We stumbled in high-heeled shoes and locked ourselves out of the room.

During both of these stages, our supervisors remained calm and understanding. They answered our questions with respect for prior learning experiences and our self-esteem. The supervisors urged us to relay suggestions to clients in our own words. Many times, we were advised not to enter the therapy room with comments written down in our notes. We had to rely on our understanding of theory and therapeutic skills to accurately express ideas to clients. Gradually, this taught us the value and necessity of self-reliance.

The patience of our supervisors, particularly at these two stages, allowed us to overcome our awkwardness without damaging self-esteem. Although we often felt foolish and inadequate, the supervisors did not perceive us this way. Our supervisors' patience with the nature and rate of our development relieved anxiety and self-doubt. Their calm dispositions reduced our fears of inadequacy. We had the freedom to be awkward and make mistakes because this was part of the growth process. The supervisors taught us to be patient with ourselves and enjoy learning therapy.

Guidance, rather than control, was the third supervisory quality of value to us. In the early stages of training, we often tried to force our supervisors into giving us a directive of yes/no answers. We assumed therapy could be done two ways—right and wrong. The supervisors wanted us to do our own style of therapy. They would help us formulate options for cases, but the final decision was up to us. Since our supervisors would not control our work, we became increasingly independent. We were able to take responsibility for filtering comments from the team to the clients, case planning and therapeutic outcome. These responsibilities gave us a sense of achievement and satisfaction. As our independence grew, we became more confident in our abilities as therapists. We were able to leave training with the skills and confidence necessary for survival in other work settings. Also, by being non-controlling, the supervisors showed how strength and maneuverability result from this stance. Our effectiveness increased after we extended this knowledge to our interactions with clients and the team.

Our supervisors interacted in ways that were congruent with the models of therapy we studied. However, they did not simply use the models as a tool for therapy and training. The philosophy of the models was part of their lives. We believe that without this level of honesty and integration, the interactions we shared with our supervisors would have been superficial.

Like the supervisors, the team also had a powerful influence on our development as therapists. Although, we began as strangers, over time we evolved into a close-knit therapeutic unit. We were a group composed of diverse background and lifestyles but we shared an interest in systemic-strategic therapy. The team was a source of information, support, creative ideas, and alternative views. This had obvious value for our clients and the quality of our work. The qualities of the team as a whole that we

found valuable include: Maturity, supportiveness, and creativity.

The team's maturity facilitated open and honest communication among us. Compliments and criticisms were offered in a manner respectful of our unique styles and personalities. We felt no need to justify our differences when they occurred, learning that our opinions, ideas, and perspectives were valuable in and of themselves.

This acceptance and respect shared among team members emerged in our relationships with clients. The team reinforced the lesson taught to us by our supervisors about the strength and maneuverability gained from a non-controlling stance. We learned to accept our clients without feeling a need to impose our beliefs and attitudes on them. We gave up efforts to change our clients, and learned to respect them as self-healing individuals. This ultimately resulted in a greater sense of personal competence and gave us the maneuverability necessary to be effective.

Our team provided us with both personal and professional support throughout training. In the early stage, the team provided support by emphasizing positive aspects of our work. They used humor mixed with empathy to prevent us from being too serious about our apparent "failures." We learned that successes exist within every failure and gained the freedom to appreciate our work regardless of therpeutic outcome.

In the later stages of training, our team provided conceptual support. We spent many hours with the team discussing the direction of our cases. This occurred before, during, and after therapy sessions. The team helped us stay within the frame of therapeutic models by questioning and commenting on our ideas. In relating our ideas to systemic-strategic theory during these discussions, we strengthened our understanding of theory. Over time, we could recognize our own development and feel a sense of competence and confidence in our ability to do systemic-strategic therapy.

Creativity was a third quality the team brought to training. Even in routine activities, a constant exchange of ideas occurred. This established a wonderfully creative environment in which to learn. A team with just a few members could generate numerous ways to modify any interaction with a client. Our therapeutic skills developed, not only from discussions, but also from watching each other work. We gained the freedom and confidence to be creative even without a team.

The most enjoyable aspect of this creative atmosphere was that

it made learning fun. Humor was part of every team interaction. Our learning was inevitable and exciting. Having fun and being playful made the whole training process a more meaningful experience.

CONCLUSION

The qualities of our supervisors and team that we have discussed only begin to relate their influence on our professional development. As with any experience, no two people view an event in the same way. We each had different styles of learning, viewing our experiences, and interacting with the supervisors and team. However, we do agree that the qualities we have discussed provided a well-balanced, healthy context for our growth. We left the practicum experience feeling competent and confident. But, more importantly, we are now able to offer our clients the same qualities our supervisors and team gave us—providing our clients a well-balanced, healthy context for their growth.

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On Being Supervised as a Supervisor

Jeffrey K. Edwards, MS

This article describes the authors' experiences as a supervisor-in-training at two different academic settings. Difference in orientation of the two settings are described as well as the common elements involved in the supervision of supervision.

The intention of this paper is to describe my experience of being supervised as a supervisor, and then to generalize that experience. Zeig (1985) described a supervision session he received from Mary Goulding in which she listed several things that he had done well, and then presented him with options for different ways of doing his counseling.[1] When he expressed some surprise at not being told what he had done "wrong," she said that doing so would not be useful information (Zeig, 1985, p. 294). In presenting what follows, I will also attempt to maintain that frame. It is my belief that if supervision is to shape the excellence we want for and from counselors, or supervisors in training, this positive constructivist frame is important.

It must also be stressed that the function of a student supervising in a university setting, along with a professor who is considered the expert and who also assigns grades to the student counselors, must be much different from being supervised in supervision where there is an already existing hierarchial relationship.

Literature on being supervised as a supervisor is almost non-existent. Many writers have discussed the process of training and supervision of supervisors, (Bernard, 1979; Borders & Leddick, 1987; Breunlin, Liddle, & Schwartz, 1988; Constantine, Piercy, & Sprenkle, 1983; Heath & Storm, 1985; Hess, 1986; Hess & Hess, 1983; Liddle, Breunlin, Schwartz, & Constantine, 1984) yet there is only a single article relating the experience from the perspective of the supervisor in training (Draper, 1982).

The literature on clinical supervision, on the other hand, is extensive and encompasses three major areas: Counseling,

The author gratefully acknowledges the supervision of supervision and collegiality of Dr. Brent Atkinson, Dr. John Axelson, Dr. Fern Wolfinger Crane, and Dr. Anthony Heath. It is my supervisees, however, that taught me to appreciate the joy involved in the supervision process, to them I express my appreciation for teaching me so much.

Marriage and Family Therapy, and Psychology. These three areas hardly ever cross over into each others' domains or utilize information from each other, even though they are dealing with relatively the same topics, and possibly the same clientele (West, Hosie, & Mackey, 1987).

Liddle and Saba's (1985) introduction of the concept of Isomorphism has been accepted as part and parcel of the supervision and training process in the family therapy field. Isomorphism is defined as corresponding, replicating sets appearing recursively in two or more like structures, meaning here that supervision of supervision is "same as" supervision which is "same as" counseling.

As the discussion proceeds from the description of the individual settings of supervision and supervision of supervision, this concept should be kept in mind by the reader. It is clear to see that the supervision of supervision is influential on the supervision which is influential on the counseling which is influential on the client system. The set or frame is repeated.

From this point on the supervisor of supervision shall be called the trainer, the supervisor-in-training shall be called the supervisor, and the counselor shall remain just that.

During the author's doctoral studies, he was supervised in supervision in two different situations. The first, at Northern Illinois University (NIU) Counseling Lab supervising Counselor Education masters practicum students, and the second at the NIU Family Center supervising Marriage and Family Therapy masters practicum students. Gladding et al. (1987), see the need for qualified supervision of Counselor Education students in marriage and family therapy increasing.

The distinctions between these two specialities, as taught and supervised at NIU, are evident not only in the counseling that takes place, but in the supervision process, and the supervision of supervision. The differences in approach lie in the theoretical constructs of each and their historical frames of reference. Counseling theory has a rich tradition stemming from the historical theories of Freud, Jung, Adler, Rogers, and Pearls. Two of these theories posit a malignant-dormative disease, and linear-historical-causal nature of human problems and pathology stemming from the medical model that is their epigenesis. Family therapy downplays the historical and developmental causation of human dilemmas (Erickson, 1988). The Strategic counseling that I supervised, posits a circular-systemic, interactional nature of

human problems and pathology, that is learned, cybernetic, recursive and having a constructivist view of the world (cf. Perrota & Cecchin, 1988; Fish, 1988). The roots of the counseling theories are different, and therefore so is the manner with which they approach human behavior and change, hence, counseling, supervision, and supervision of supervision (training).

SITUATIONS

Counselor Education Supervision Practicum

The class on supervision included formal instruction regarding techniques, ethics, current issues involved in the field, and a practicum experience of one's own choosing and design. There were several one hour individual times set up where the supervisor could gain direct consultation and supervision from the supervision course instructor.

During class time, several models of supervision were presented in both didactic and group discussions. Each student was encouraged to select a model that fits his or her needs. The model this writer chose was the discrimination model as presented by Bernard (1979). This model utilizes matrix, identifying three roles in which a supervisor may find him or herself in while supervising: a consultant, a teacher, and a counselor.

Supervision practicum was 60 hours of supervised supervision of masters level counseling students in practicum experience at the counseling lab. Practicum was for one semester. There were six students in the practicum, each with an on-going caseload of from three to six clients. Supervision was done in three ways: case consultation, observation of live sessions through a one-way mirror with feedback done after the session, and group supervision at the beginning and end of the day. The practicum instructor and I split the assignment of case consultation, spending half an hour with each student. The student counselors were responsible for bringing problems or questions regarding cases, or issues in general, to their individual consultation time.

The counseling practicum instructor (trainer) supervised my supervision also, so there was an opportunity to have both direct observed supervision of supervision by the trainer, and supervision/consultation from the supervision class instructor.

Prior to my practicum experience, the two trainers discussed

my experience and ascertained my counseling experience level with me. My competency as a counselor was examined and the contract of my supervision experience was generally discussed. They were formulating my strengths and weaknesses as a future supervisor in training.

At the beginning of my supervisory experience I was encouraged by the trainer to write down first impressions of the student counselors regarding their strengths and weaknesses as potential counselors. These impressions were shared with the trainers and used as a means of formulating working goals of supervision. As I proceeded to supervise the counselors, the initial impressions provided me with a set of ideas or premises regarding their supervision needs. For instance, one counselor readily and eagerly went into sessions with confidence and good beginning skills. For this student, a higher level of supervision regarding counseling issues and client dynamics could be accomplished.

The Counselor Self Evaluation Scale (Axelson, 1975) was administered at both the beginning and end of the practicum experience by the supervisor in order to demonstrate if growth in counseling skills had taken place. There was a noted similarity between the counselors that scored low on the pre-test and those that needed more individual counseling attention (Edwards, 1988).

Counselors who demonstrated a lack of confidence in their counseling sessions required more remedial supervision of technique, in addition to some counseling by the supervisors. In some instances it became apparent that counselors' personal problems were affecting, or interfering with, their counseling. When the sessions were clearly observed to be stressful to the struggling counselors, it became necessary to take them aside for their own counseling.

At one point later in the semester, I demonstrated a counseling session utilizing a genogram format. This way of counseling was not in the counselor's repertoire, and the session, observed by all of the student counselors, was meant as a teaching device.

The supervisory format I practiced (Bernard, 1979) clearly used all three of the discrimination model's frames. The supervision of supervision was done primarily the same way, through teaching, consultation, and with a readiness for counseling.

The trainers' attitude clearly demonstrated to the counselors that, as a supervisor in training, I was valuable to them. This frame was shown in the on going collegial relationship that was established, through asking for my input during pre- and

post-group sessions, through down playing her own expertise in deference to mine in front of students, and by modeling this frame continually.

Marriage and Family Therapy Supervision Practicum

Several differences were apparent from the beginning of my experience as a supervisor. First, because I was preparing for an approved designation of The American Association for Marriage and Family Therapy, the requirements were more stringent. Approved Supervisor designation is governed by The Commission on Supervision of the American Association for Marriage and Family Therapy, and specifies the criteria of supervision, i.e. who may supervise a supervisor in training, what sort of therapy may be supervised, who may be supervised by a supervisor in training, contracts of supervision, length of supervision training, and who may apply for supervisory designation, (AAMFT, 1987). Second, although there are several systemic approaches in the field of family therapy, The Family Center specializes in the strategic approaches of MRI (Mental Research Institute), and Milan.[2] Fish (1988) has noted that counselors (and in this case supervisors) who are being trained in these models may have difficulty because "the agendas they are accustomed to dealing with in treatment sessions are regarded as irrelevant and they are, initially, inclined to feel that important "dynamics" in a case are being neglected . . ." (Fish, p. 78). Third, the literature of Family Therapy supervision, suggests that there is a parallel between the method of therapy and the method of supervision (Liddle & Saba, 1983, 1985; McDaniel, Weber, McKeever, 1983; Storm & Heath, 1982, 1985, unpublished). Little and Saba (1983, 1985) suggest that the similarity is isomorphic.

My supervision of supervision started with several formal and informal meetings of the faculty to discuss and define my reasons and intentions for pursuing the supervision of supervision and The Approved Supervisor designation. During one formal meeting it was suggested by one of the faculty that I was not the ideal candidate because my training in family therapy was of a different orientation (even though I was a Clinical Member of AAMFT) than what is taught at the Family Center. I was, however, accepted and contracted to provide supervision for the center, and to train and be supervised in my supervision, for ten months. The

practicum was 323 hours, of which 38 hours was one-on-one supervision of supervision, and 285 hours of actual supervising. Many of the hours of supervising were also directly observed as live supervision of supervision by the trainers.

One of the interesting aspects of supervising at the family center is the team approach that is used and encouraged (Heath, 1982, 1989; Powers & Reinke, 1989). How a supervisor utilizes these resources is essential to the process. For a more complete description of the Family Center's practicum and the team model see Heath (1989).

Supervision took the form of individual pre-session planning and live supervision. Pre-planning sessions were provided in order to focus the therapist and to discuss any concerns they had from the previous session. Process notes were reviewed and the frame that the therapist was attempting to develop with the client was discussed. Live supervision was done with a phone system in order to call in mid-course corrections from the supervisor or team. A discussion with the team was usually scheduled by the therapist at the 40 minute point. The supervisor tries to illicit information from the team in order to help the therapist, or may opt to give direct information regarding how the therapist might want to proceed. At no time does the supervisor ever tell the therapist how to do the therapy. Past examples regarding cases may be shared, information regarding the team or supervisors hypothesizing may be presented, or a strategic intervention may be given by the supervisor, but the primacy of the therapist is given every opportunity to proceed. This approach is consistent with the premises of strategic therapy theory, that the system knows best how to heal itself (Patterson, 1987), and is isomorphicly preserved because the therapist is seen as part of the system. At the end of the counseling session the supervisor shares the written live supervision form (Heath, 1983) that has a summary of the supervisors notes, any call-in messages, or other thoughts from the team.

SUPERVISION OF SUPERVISION

It is difficult to look back at the two experiences of supervised supervision and come up with any sort of distinction. One only has to look at the apt description by Reinke and Powers (1989) in this special issue to gain an isomorphic look at what my

supervision of supervision was like.

There were differences, if only because of the orientations of each form of counseling that is practiced. Yet there were many similarities that were helpful to my becoming an experienced and confident supervisor. For one, all of the supervisors knew me to be a seasoned and accomplished counselor, therefore having experiences and knowledge that would be worthwhile to share with the new counselors. At no time did the trainers take a one-up position and instruct "How it is," or "how it should be." They left me to my own good judgment. Their confidence in my ability as a counselor, and now as a supervisor, was a frame that was easy to live up to. When people believe in your ability, and communicate that through both verbal and non-verbal behavior, one begins to act it. Having several well known, seasoned, and nationally respected supervisors indicating that I knew what I was doing was extremely helpful, especially when the context is so important i.e., the training and supervision of new masters level counselors.

The introduction of a supervisor in training to the trainer is important in order for the trainer to make an assessment of the trainee's qualifications. Because of this pre-contracting phase, it lends credence to having faith and belief in the supervision that will be done. This is isomorphic to the evaluation the supervisor does with each counselor.

Constantine et al. (1984) point to several ways they feel they undercut trainees. I was only "undercut" by not having more opportunity to supervise. Because of the transition of trainers at The Family Center during the summer practicum, I was an "assistant supervisor" twice (Draper, 1982, p. 133). Draper states, "However much a trainee is told about how to supervise, it does not fall into place until he does it for him or herself" (Draper, 1982, p. 132), and "Just as you have to be alone on your own to know you can do therapy, so you have to be alone as a supervisor to know you can teach" (Draper, 1982, p. 133).

Constantine et al. (1984) found that "being in the room with the therapist and supervisor-in-training during pre- and post-session conferences produced an additional difficulty: it was confusing to the therapist" (Constantine Piercy, and Sprenkle, 1984, p. 95). I never experienced this confusion. This is probably due to the frame that was inherent in each situation. The trainer in the counselor education practicum had the ability to do tandem supervision with me. We had similar things to say and that served

to add to the input with each counselor. Because of the team nature of supervision at the Family Center, the input was never in "conflict" but was seen as additional input to be used at the *counselors discretion*.

Counselor Education supervision of supervision took the form of consultation and teaching. At no time did I ever feel as if my responsibility and credibility was questioned. Counselors indicated that they looked forward to the supervision that I provided, as I looked forward to mine. The hierarchical relationship that was evident is best described by Constantine, et al. (1983), "Just as the supervisor-in-training relates more like a peer to the therapist than the therapist does with the family, so the supervisor-of-supervisor generally relates more as a peer to the supervisor-in-training than the supervisor-in-training does to the therapist" (Constantine, et al., 1983, p. 95).

In my supervision of marriage and family counseling the major obstacle I needed to overcome was my concept regarding pathology and dysfunction. The differences in orientation have been discussed elsewhere in this paper, however it is worth noting that many counselors who choose to train in this form of counseling have similar problems (Fish, 1988). "With little exception, trainees are grounded in models that have a pathological base. For example, if it is a psychodynamic model, the symptom (the complaint) is seen as an expression of intrapsychic defense." "Trainees may feel delinquent in their responsibility to the client if they do not pursue the understanding and resolution of these 'underlying' factors, and may find it jarring to be told that there is no need for the symptom, nor is there any payoff for maintaining it" (Fish, 1988, p. 80).

Jarred I was. Now I understood what the one trainer had meant about "not being the ideal candidate." Luckily, my trainers understood, and helped me through the process. I was accessible to the indirect methods as well as direct methods of training (Mazza, 1988). For instance, my trainer would say to me" Gee, I sure like the way you compliment people.", and off I would go doing more complimenting in my supervision, which was isomorphicly passed on to the clients. Mazza states "It is the task of the strategic supervisor to design a plan by which those strengths and experiences (of the counselor, sic) can best be used . . ." (Mazza, 1988, p. 96).

CONCLUSION

Breunlin, Liddle & Schwartz (1988) identify three objectives that need to be met for a new supervisor; systemic thinking, technical skills, and professional identity. Seeing the system enlarged to the cybernetics of cybernetics perspective, (including the therapist as part of the system and therefore a part that may need correction) was an interesting shift in thinking and perceiving. The technical skills I had previously were increased dramatically. As Draper (1982) has suggested, one side benefit to learning supervision is the increase in skill as a therapist that accompanies the training. My professional identity as a supervisor, although continually enhanced by the trainers through their efforts at colleagiality, will take some time in order to grow comfortable.

Similarities in the supervision of supervision of both practicum experiences are that the supervisors of both created a context in which they saw me as being competent, and therefore expected competent behavior. In doing so they relayed to the counselors that they had confidence in my ability, and so should they. Context is a large part of counseling or supervision. The belief of competency, the building on strengths, etc., is contextual. Because there is no one universally accepted method of truth about what really will affect change, only many hypotheses and schools of thought, it is important for counselors and supervisors to feel comfortable in their roles.

If I have learned one lesson well from my supervisor experience it is that our clients, and our counselors, are more than the sum of their problems. The ways in which we view them are critically important. The nature of counseling, and therefore supervision, has to be one of courtesy (Haley, 1976). Heath (1989), in this special issue, has described the changing role of the counselor, from the "rather macho and medically-modeled view," to the counselors of the nineties that have "stopped trying to figuratively fix broken families" "and have joined our clients in the process of change" (Health, 1989).

I particularly remember the confidence that my trainer in counselor education gave to me at the beginning of my supervision experience, and later similar words echoed by a trainer in marriage and family therapy. There were to the effect of, "It's nice to have you here. I feel complete confidence in your supervision of the counseling." My trainers never criticized my work, but encouraged my strengths. They presented alternatives, suggested

readings regarding supervision (including several by the trainers), and theoretical and pragmatic discussions were encouraged during individual one-on-one times. I was stimulated to learn, and therefore to be prepared for my own supervisees. Evaluation came as an ongoing event that was never experienced as a "put down" or a correction, but framed as something that I might want to try in order to be more successful. This on going feedback and evaluation is as important to the success of a counselor in training as it is to a supervisor in training. Routine and planned evaluations should, therefore, contain no surprises (Heath, 1988).

The successful supervisor will "design interventions to expand and broaden the therapist's range and success with cases." (Mazza, 1988, p. 101). My successful trainers designed interventions that expanded and broadened my range and success as a supervisor.

NOTES

[1] The terms therapist and counselor are essentially the same. Corsini (1968, 1984) suggested that there is "nothing that a psychotherapist did that a counselor did not do" (Corsini, 1984 p. 2). The term counselor and counseling will be used throughout this paper to imply the work of either.

[2] In further discussions with Drs. Heath and Atkinson, they have decided that the form of counseling that is currently evolving and being taught/practiced at the NIU Family Center is more appropriately called Constructivist Therapy.

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Approaches to Supervision: Expectations for Doctoral Students' Skill Development and Criteria for Evaluation

Allan Dye

This article discusses the authors' views regarding what is essential for doctoral students to master during their course of study. Expectations for advanced students are discussed, and criteria for evaluation presented.

A renaissance is occurring in counseling supervision. The number of books and articles devoted to the topic has dramatically increased during recent years and several professional organizations, including AACD and its affiliates, have taken renewed, active interest in virtually every aspect of the supervision process. Why the seemingly sudden interest in this component of counseling and therapy that has been largely taken for granted across several decades? I think it is because the professional practice of counseling has reached a developmental stage similar to maturity.

We have accumulated more than a sufficient supply of counseling theory and techniques and have established standards for counselor training and competency. Having established the practice of counseling, we can now begin to assess *how* we teach, train, and supervise. It is as though we had assumed that supervision in any form was benign in nature. As more attention has been directed to counseling supervision it has become clear that supervision has a direct and potentially powerful effect, for better or worse on counseling performance and client welfare.

Models for counseling supervision have been developed (Alonso, A., 1983; Bernard, J. M., 1979; Littrell, J. D., Lee-Borden, N., & Lorenz, J., 1979; Loganbill, D., Hardy, E., & Delworth, U., 1982; Stoltenberg, C., 1981) and the Association for Counselor Education (ACES) has identified an extensive list of supervisor knowledge

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and competency factors (ACES Delphi Study, 1984; Dye, 1987). These models, texts, journal articles and competency lists provide evidence of strong, active interest in the training and practice of counseling supervision. The counseling profession as a whole is certain to benefit from these efforts. With few exceptions, however, the counseling supervision language to date is conceptual and allegorical. The reader discovers an abundance of concepts and rationales but very little instruction with regard to such crucial matters as decision-making, timing, format, methods, strategies, and the like. As a profession, we are simply not yet able to provide such specificity. The research pace has quickened, but at the moment there is little data-based evidence upon which to justify one's supervisory behavior.

At present, it seems fair to say that a conceptual framework, the background, for counseling supervision has been established. The next major task is to fill in the foreground, to translate concepts into behavioral descriptions, to validate assumptions through research, and to intensify the production and exchange of information among supervisor trainers and practitioners. This special issue is an example of such dialogue. My role is to provide a supervisor's perspective on expectations for doctoral students' counseling skills development and to describe criteria used in evaluation.

The remainder of this essay will be a personal statement based on my experiences and observations as a supervisor since 1964 at Purdue University with brief visiting stints at the University of Michigan, in Ball State University's Overseas Program, and in Boston University's European Program. During this same time span I have attended dozens of workshops and conferences and have talked shop for countless hours with counselors and supervisor colleagues from across the country. In reviewing what I have repeatedly seen and heard, several 'facts' and assumptions about the supervision of counseling come to mind. Fact 1: The field of counseling is characterized by tremendous variety in settings, clientele, presenting concerns, physical facilities, and provisions for training, consultation, and supervision. Related Assumption: Comparing supervisory practices from one setting to another is difficult under the best of circumstances. Full understanding requires specificity in the use of terms and in the descriptions of objectives, personnel and procedures. Fact 2: Some counselors with little or no training are more effective than others with extensive training and education credentials. Related

Assumptions: Education and training usually improve counseling performance, but there is no guarantee.

Life experiences and the socialization process are powerful influences upon one's ability to learn and perform counseling.

Those who enjoy counseling, find meaning in doing it, and wish to be effective learn faster than those who don't regardless of educational level.

Fact 3: Other things being equal, experience is the most important factor in acquiring counseling skills. Related Assumption: The optimal training program includes a blend of didactic, laboratory, and applied practice. Fact 4: Other things being equal, motivation and intelligence are the second and third most important personal attributes, respectively, in acquiring counseling skills. Related Assumption: At all degree levels there are students with prior counseling and related experience. The most effective counselors find ways to acquire counseling experience, paid or not, with or without training, because it is what they wish to do, and they tend to learn rapidly.

SETTING, STRUCTURE, AND ACTIVITIES

In the setting with which I am most familiar, doctoral students serve as counselors in the Purdue Counseling and Guidance Center, a service operated by the Counseling and Personnel Services Section, Department of Education. The service is available without fee to the public. Doctoral student counselors are enrolled in an advanced counseling practicum course conducted by a faculty member who provides instruction and supervision. The typical student has completed a master's degree including appropriate didactic course work, a laboratory in methods and techniques and at least one semester of a supervised counseling practicum. Some students have completed only these minimum requirements, while others have had two or more semesters of supervised practicum. Prior employment as a counselor ranges from none to several years.

In a typical week, counselors typically see 3-5 clients, spend one-and-a-half hours in a group supervision conference, 45 minutes in individual supervision, and 3-5 hours writing interview notes and reports, reviewing audio or video tapes, and doing supplemental reading. Counseling sessions are conducted in observable rooms and are either audio or video-recorded.

The major activity in the practicum is counseling with university students, staff and adults from the community, in approximately equal proportions. Clients for this practicum have completed an intake interview (conducted by a master's level counselor) and are judged by the Director to require the service of an experienced counselor. Client concerns may be situational, developmental, or chronic, but not of a magnitude warranting psychiatric attention or hospitalization.

Instruction in the course is limited to brief demonstrations during group supervision and to client-specific circumstances. The DSM III-R (American Psychiatric Association, 1987) is a required reference and supplemental readings are periodically discussed during group supervision meetings. Current readings include the following:

Eisenberg, S. & Patterson, L. E. (1979). *Helping clients with special concerns.* Chicago: Rand McNally College Publishing Company.

Kopp, S. (1980). *Back to one: A practical guide for psychotherapists.* Palo Alto: Science and Behavior Books, Inc.

Madanes, C. (1984). *Behind the one-way mirror: Advances in the practice of strategic therapy.* San Francisco: Jossey-Bass Publishers.

Watzlawick, P., Weakland, J. & Fisch, R. (1974). *Change: Principles of problem formation and problem resolution.* New York: W. W. Norton & Co.

GOALS AND EXPECTATIONS

In working with advanced students during a supervised practicum in this setting, four objectives are paramount. The first is to become effortlessly adept at attending, something one does almost instinctively, without need for self-reminders. This ability is rarely acquired in less than two semesters and is absolutely critical in progressing to advanced skill levels. The second goal is to achieve significant progress in case conceptualization, understanding the client developmentally in relation to the presenting concern and present life circumstances. Conceptualization is an elaborate process, more or less complex in relation to one's methodological orientation. In its most basic form, it is represented by the question, "What is this client trying to say?" The question must be answered before any response can

be made. A comprehensive conceptualization, on the other hand, would provide for sequential, long-term planning and a rationale for specific strategies. Attaining this level of sophistication requires two or more years of full-time counseling activity for most students. Those in a second or third semester of practicum can be expected to achieve a knowledge of the process, but not advanced skill levels in its use. The third objective is methodological versatility. Most counselors I have known rely heavily on basic attending and active attending skills. They simply do not recognize in a blur of client messages and behaviors opportunities for intentionally responding or intervening in particular ways, according to patterns of client behavior. As we all know, such patterns are more apparent from behind the one-way mirror. Advanced students are usually pleased to learn that circumstances now justify a previously un-used technique, one they have read about, practiced in the laboratory, but have not had occasion to employ. Few counselors in training, even in a second or third practicum, are customarily disposed to strategic thinking, noticing that a client's anxiety is a 'split' in attention that can be addressed by a Gestalt technique, or realizing that some ordinary planning and goal-setting can be effective with a client who is either too busy or seems uncertain about much of anything. The final objective is to deepen the student's self-awareness and self-understanding as a counselor with respect to strengths, limitations and preferences. That is, I believe that education, training and experience can significantly influence, enhance and shape one's attitudes and behaviors. But these experiences do not usually re-create personal histories or reconfigure personalities. The art of instructional supervision is more a matter of identifying, encouraging and nourishing personal qualities already present in the student.

As students enter the advanced practicum, I expect them to demonstrate several basic skills. Among these are the ability to listen and understand a client's overt messages, ability to assist the client in disclosing, and comfort in the counseling role. As students complete the practicum they should have acquired additional behaviors. These would include confidently allowing, or perhaps encouraging, clients in several ways: expressing pain, fear or anger; showing their ugly, unlovable sides; telling of foolish or hurtful things they have done. Perhaps more importantly, experienced counselors who are often better at giving than receiving have learned to let their clients like them. They

graciously accept compliments and neither deny or deflect client expressions of affection and gratitude. In part, experienced counselors understand that some clients experience temporary neediness, during which time they may behave deferentially, and it is personally thoughtless and strategically unwise to turn away from or over-react to such behavior. In a larger context, the willingness to relate in an authentic, emotionally honest way—including being valued—characterizes personal maturity and security in the counselor's role.

Successful doctoral student counselors look forward to meeting new clients, find satisfaction in working with continuing clients, and think of themselves as counselors. Further, they are eager to become more knowledgeable and proficient. They read, observe others, and seek consultation.

Doctoral students are expected to demonstrate methodological flexibility, the ability to use basic cognitive, affective, and relational methods. A knowledge of various interventions is assumed, so it is the willingness to risk their use, with coaching, which distinguishes the serious student. The final criterion for success is effectiveness, as reflected by several factors. One is client self-reports; they literally describe having met one or more counseling goals. Another is the ability to engage clients in meaningful exploration as witnessed by the total number of sessions per client. This is a crude index, certainly, because factors such as dependency, counter-transference, client needs, etc., may be present. Other things being equal, however, clients are more likely to maintain productive contact with skillful, effective counselors.

USE OF SUPERVISION

The factor of career maturity, motivation and organizational structure interact to create a supervision environment that differs significantly from the typical master's level arrangement. Doctoral students are more likely to be older, knowledgeable, and professionally experienced. They have elected to continue their training and education and do not explain their presence in terms of degree requirements or adviser whim. Because their clients are likely to be in some degree of distress, advanced student counselors accept the fact that the stakes are higher than in an initial practicum.

The comments which follow are stated in relative terms when comparing students at the doctoral versus master's degree levels. It should be noted that while individual exceptions frequently occur on each of these dimensions there is an overall, consistently different pattern of supervision when working with advanced students. For example, doctoral students are more in charge of their own learning. Based on previous experience, they are aware of their strengths, limitations, preferred client characteristics, and presenting concerns. They know what they wish to learn.

Advanced students seek supervision and consultation and are more likely to be specific in describing supervision content, form and timing. They have become aware of their own learning behavior and can describe what does and doesn't work. For example, the majority must first observe a new method being used; some must experience it personally; others must first have a solid rationale. Some request step-wise instruction while others prefer experimenting on their own.

Doctoral students are more candid about everything, from reporting their feelings about an interview to commenting on the instructor's wardrobe. The supervisory relationship is more collegial, and there is an openness with advanced students that enables productive conversations about all aspects of their work and supervisory processes. The lines of authority are not as clearly defined, and there is less reliance upon formal authority and organizational structure. Consequently, case management decisions are sometimes made less expeditiously. That is, one's capacity to influence as a supervisor is more a function of mutual respect, both professional and personal. Democracy is a marvelous thing, though it is accompanied by responsibilities which may be awkward to administer.

Unqualified resistance to being supervised is rare but resistance between a particular counselor and supervisor is always present in some form. It is specific to these individuals and its explorations frequently results in important learnings for both the counselor and supervisor. Resistance to performing as a counselor takes many forms and is almost always a representation of some deeply-held belief or attitude. Wise supervisors take care in initiating such conversations, using the context of a particular client as a frame of reference. Counselors can more easily address profoundly personal behavior (e.g., discomfort with a culturally-different client) when its consequences can be documented by experience.

Supervision with advanced students should make greater

allowance for rapid learning and professional maturation. From an instructional perspective, more effort should be devoted to creating the learning environment and less to the moment-by-moment critiquing of sessions. Consultation is frequently more appropriate than teaching. By the same token, advanced students require greater challenges; more is to be expected in all knowledge and skill areas.

Those who supervise relatively inexperienced counselors have a more thorough understanding of their role when they understand that each of the first two or three practicum or internship experiences causes a developmental crisis for the counselor, professionally and personally. One observes the end to several forms of innocence. Power, authority and influence are universal themes; others are personal attractiveness, moral and ethical issues, theoretical and philosophical dilemmas, and a host of notions related to identity and self concept. To whatever extent the neophyte succeeds there is a transformation from apprentice to journeyman, from dutifully completing assigned tasks and doing one's best to owning one's motives and expecting to succeed. It is the passage from professional adolescence to adulthood. The supervisor can be certain that these struggles are occurring, whether or not there are visible signs, and even when the counselor seems unaware. The supervisor will be called upon to hold high expectations, observe imperfect counselor performance without intervening to rescue, participate in soul-searching conversations without imposing answers, and remain confident in his/her own ability to sponsor a learning experience.

The supervising of doctoral student counselors is a challenge in several ways. As these students become more personally authoritative and less deferential there is a corresponding demand for the supervisor to be authentic, to relate personally, and to encounter rather than relying upon status or a particular counseling orthodoxy. After all, learning at this level is highly idiosyncratic, the case work is difficult and likely to generate significant amounts of counter-transference material, and counselors are simultaneously engaged in forming their professional identities. At a time like this, they ask for something more than textbook recitations. As a client once said, "Stop acting like a counselor! You and I are friends now and you know me well. I just want you to listen and tell me what you think once in a while.

EVALUATION

Both quantitative and qualitative criteria are used in assessing doctoral student performance, but the latter are given higher priority. In our program, doctoral students are observed less frequently, do not conduct intake interviews and are less likely to use tests and other counseling adjuncts, all of which can be easily evaluated. The requirement to accumulate a specified number of contact hours is also more flexible. Nevertheless, several criteria of this sort are considered, including quality of written reports, sessions per client, total contact hours, and supervisory consultations requested.

The normal curve concept is of little value because there are too many variables, too few opportunities for objective comparison, and too many highly individual client and counselor characteristics to be taken into account. Evaluation is more subjective than objective and it is based on two forms of change. One is client change as evidenced by both client report ("I finally had that conversation with my parents that you helped me rehearse.") and by observed changes during counseling sessions (more disclosure, fewer self-deprecations, etc.). The second is change in counselor behavior including the following: success in attaining personal objectives (e.g., feeling comfortable with older clients), improvement in the use of basic skills, greater present awareness of client and self, use of specific methods and interventions, and more accurate and comprehensive conceptualizations. Because doctoral students typically sustain longer contact with their clients, there is greater opportunity than in a first practicum to observe and evaluate dimensions such as these. Greater allowance can also be made for 'personal style.' That is, I have known many counselors who seemed to be too direct, or too self-disclosing, or who allowed themselves to be manipulated, or in other ways departed from conventional counseling wisdom. When their clients consistently attained appropriate counseling goals, however, there was no need to rely on arbitrarily-chosen criteria.

The number of session observations and supervisory consultations is usually insufficient, nor does meticulous record-keeping compensate the need to exercise judgment in assigning a grade or preparing an evaluation. Whatever the form, the final evaluation is not a statement of fact; it is a summary of the supervisor's judgments and recommendations based on

observations throughout the training period.

CONCLUSION

The supervision of counseling is a complex process that consists of managing, teaching, consulting, and counseling the counselor. It can be a demanding, difficult, satisfying, personally intense experience, and evidence is rapidly accumulating to show that supervision can have a major impact on both clients and counselors. The resurgence of attention to this vital role is welcome, perhaps overdue.

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Credentialing Supervisors: A Commitment to Professionalism

L. DiAnne Borders

This article gives an historical perspective of the supervision credentialing movement in several related fields. The author then proceeds to discuss how credentialing might be implemented in counselor education, given the broader range of counselor functions.

Credentialing supervisors of counselors is neither a new nor an untested *idea*. Recent developments indicate that, most likely, it is about to become a *reality*. In this article I will: 1) outline the rationale for the credential, 2) trace the events that led to its creation, 3) describe similar existing credentials, and 4) discuss the challenges ahead in designing a national, generic certification for counseling supervisors.

WHY A CREDENTIAL FOR SUPERVISORS?

Supervision is widely regarded as a pivotal experience in counselors' development. Through their supervised experiences, counselors learn the performance skills and conceptualization processes that define effective counseling (Borders & Leddick, 1987). They also increase self-awareness and develop an integrated personal and professional identity as a counselor (cf. Loganbill, Hardy, & Delworth, 1982; Stoltenberg, 1981). The critical role the supervisor plays in this developmental process is clear.

Until recently, however, the profession focused almost exclusively on the competence of counselors. Certification agencies and licensure boards specified standards for counselors, and then asked supervisors to verify the qualifications of applicants. There was no consideration, however, of the ability of the supervisor to develop a counselor's therapeutic skills or to evaluate the effectiveness of the supervision process. Eventually, though, the emphasis on accountability of counselors helped to

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spotlight the importance of supervisors' competence (VanZandt, 1984).

It became apparent that, contrary to previous assumptions, effective counselors were not necessarily effective supervisors (cf. Bartlett, 1983; Holloway & Hosford, 1983; Leddick & Bernard, 1980). A distinct body of knowledge and skills began to emerge from empirical research on supervision (see recent reviews by Russell, Crimmings, & Lent, 1984; Worthington, 1987) and descriptions of developmental models of supervision (e.g., Loganbill et al., 1982; Stoltenberg, 1981; Stoltenberg & Delworth, 1987). Concurrently, other studies reported supervisors lacked training for their roles and had few opportunities for in-service training (e.g., Hart & Falvey, 1987; Hess & Hess, 1983; Holloway, 1982; McColley & Baker, 1982). In fact, some counselors were being "supervised" by persons who had no training in counseling (Barret & Schmidt, 1986), nevertheless training in counseling supervision. As a result, a number of writers called for preparation standards, guidelines for ethical practice, and a certification process for supervisors (e.g., Hess, 1980; Newman, 1981; Schmidt & Barret, 1983; Upchurch, 1985).

PROFESSIONAL DEVELOPMENTS

The leadership of the Association for Counselor Education and Supervision (ACES) was cognizant of these professional issues. In 1982, President Thomas M. Elmore created an ACES Task Force on Supervision. Elmore's original charge to the Task Force included the development of certification standards for counseling supervisors (Brooks, 1982). This group, now the ACES Supervision Interest Network, conducted several projects during the next five years that provided a solid foundation for a credentialing program.

First, a Delphi survey was conducted under Chairs David Brooks and C. E. VanZandt to determine the skills, traits, and knowledge that characterized competent supervisors (see Borders & Leddick, 1987, pp. 65-70). Then, in 1986, Allan Dye asked ACES members to rate the relative importance of these competencies and to indicate their attitudes toward using them for certifying supervisors (Dye, 1987; Dye & Pride, 1987). The results of these two studies provided an empirical base for developing criteria for "approved supervisors" and demonstrated professional support for a credential.

A major impetus to these professional developments was Nancy A. Scott's choice of "A Spectrum of Supervision" as her ACES presidential theme for 1986-87. During that year, two handbooks on supervision (Borders & Leddick, 1987; Falvey, 1987) were published, and numerous supervision-related programs were highlighted at the ACES regional conferences and the American Association for Counseling and Development (AACD) national conference. In addition, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) adopted an ACES proposal that supervision instruction be required at the doctoral level (Carol L. Bobby, personal communication, June 18, 1987).

These ACES-related events paralleled increased scholarly attention to counseling supervision by professionals in counseling and related disciplines. Major publications during this time included two special issues of *The Counseling Psychologist* (Bartlett, Goodyear, & Bradley, 1983; Loganbill et al., 1982) and *Professional Psychology* (Hess, 1987), several books (e.g., Hart, 1982; Hess, 1980; Stoltenberg & Delworth, 1987), and a proliferation of empirical studies in *Counselor Education and Supervision* and the *Journal of Counseling Psychology*. A new journal *The Clinical Supervisor*, was devoted exclusively to interdisciplinary study in the field.

Such focused activity suggested the time was ripe for developing the supervisor credential first proposed in 1982. Thus, ACES President Joseph C. Rotter and the ACES Supervision Interest Network invited divisions of AACD and counselor credentialing organizations to send representatives to a meeting to discuss the feasibility of certifying counseling supervisors. By the end of the meeting, the participants had formed the Interdivisional Task Force for Supervisor Credentialing and outlined a proposal for a generic certification. This proposal was submitted to the AACD Governing Council in March 1988.

The Council endorsed the credential and created a three-member Supervisor Credentialing Task Force that was charged with developing the specifics of the credential. Subsequently, AACD President Robert Nejedlo named Allan Dye (Chair), Lee Richmond, and myself to this Task Force. During 1988-89, this group will write standards, determine criteria, and negotiate the administration and governance of the credentialing program. Input from AACD divisions and counselor credentialing agencies will be solicited throughout the process.

EXISTING CREDENTIALS FOR SUPERVISORS

There are several existing supervisor certifications that can serve as models for a generic credential for counseling supervisors. Typically, these "approved supervisors" are expected to be experienced, effective counselors who have had *additional* training in counseling supervision. How the expertise in counseling supervision can be acquired differs. Some credentialing bodies require supervised experience, while others include stipulations for coursework and/or in-service training. Brief descriptions of these existing credentials follows.

The American Association for Marriage and Family Therapy (AAMFT) established the Commission on Supervision in 1982 (AAMFT, 1987). The Commission defines the requirements for approved supervisor designations and reviews application materials. Applicants must have five years of post-master's experience as a marriage and family therapist and submit a "training plan" for a minimum of 36 hours of supervised supervision with an AAMFT Approved Supervisor. Application materials include a summary of the supervision of one therapist (e.g., initial screening, goals, stages of development, evaluation), and a statement of supervision philosophy. It is assumed that the supervisor will have a systemic orientation, although a variety of theoretical approaches (e.g., strategic, structural, experiental, integrated) may fall under this broad heading.

The Association for Clinical Pastoral Education (ACPE), formed in 1967, accredits centers that offer clinical pastoral education (CPE) programs, including chaplaincy and pastoral counseling (ACPE, 1987). CPE centers must be affiliated with an accredited theological school, and the programs must be conducted by certified CPE Supervisors. The centers also offer training toward CPE Supervisor status.

The Standards of ACPE (ACPE, 1987) outline a formal process for certification and a CPE Supervisor. Successful applicants must complete at least four years of didactic instruction and supervised practice as Supervisory Candidates and Associate Supervisors before they can be considered for the final certification status. They are reviewed in person by the Certification Commission before advancing to each new level. Written materials, such as theoretical position papers, and a written examination are required. The Commission makes its decisions based on applicants' demonstrated ability in three professional areas:

1) conceptual competence, 2) supervisory competence in CPE program management, and individual and group supervision, and 3) pastoral education competence. Other qualifications include a Master of Divinity degree (or equivalent education), ordination, and pastoral experience.

The Board of Directors of the National Academy of Certified Clinical Mental Health Counselors (NACCMHC) recently approved standards for supervisors of applicants to the Certified Clinical Mental Health Counselor (CCMHC) credential ("NACCMHC," 1987). "Approved supervisors" will be required to have certification as a CCMHC for at least five years and to attend a NACCMHC-sponsored workshop on supervision. Those persons who meet these two criteria will have "provisional status" until a counselor they supervise is certified as a CCMHC. The Board began accepting applications for Approved Supervisor status on July 1, 1988.

Two state licensure laws also include specifications for the supervisors of counselor applicants. In Ohio, the supervisor must have demonstrated competence and provide services in the specialty area for which the counselor is seeking licensure (Borders, Dingman, & Leddick, 1986). The counselor also is required to submit to the Board a detailed plan for supervision, signed by the counselor and the supervisor.

Effective May 1, 1988, South Carolina enacted a counselor licensure law that required applicants to be supervised by persons who were *licensed as supervisors* in the state (South Carolina Board of Examiners, 1987). This separate license for counseling supervisors was a landmark that set a precedent for future work toward a generic credential. In contrast to previous credentials that tended to reflect a particular counseling orientation (e.g., systemic, pastoral), the South Carolina licensed supervisor is a generalist who oversees "professional counselors."

Supervisor applicants in South Carolina must be licensed counselors, have five years of counseling experience, and two years of "successful experience" as a supervisor. They also must complete a Board-approved workshop on counselor supervision within one year of being licensed, and then attended one workshop during every five-year renewal period.

Following the grandparenting period for licensed supervisors (ending December 31, 1988), applicants also must have formal training in counseling supervision that includes both didactic instruction and supervised experience. This training may be

completed either through a graduate-level academic course, or through Board-approved workshops and two years of supervised supervision. To register as a supervisor-in-training, applicants must submit a signed plan for supervised supervision.

The issue of standards for supervisors also were addressed by the American Association for State Counseling Boards (AASCB) at its 1988 annual convention. AASCB members endorsed a resolution in support of standards for supervisors of counselor licensure applicants, and requested a position paper from ACES. The position statement outlining a rational and suggested standards will serve as a guide for future actions by AASCB (Borders, 1988).

These existing credentials are valuable resources for the AACD Supervisor Credentialing Task Force. They offer guidelines for criteria and procedures that can be adapted to a generic credential. Equally as important, however, is the evidence of professional and political support for certifying counseling supervisors that is reflected in these credentials.

A GENERIC SUPERVISOR CREDENTIAL

Counselors affiliated with AACD function in a variety of settings and work with a wide range of clients. The proposed credential is meant to promote counseling supervisor standards across AACD divisions, and so will need to be written to address the skills and knowledge generic to the supervision process. The credential also is to be applicable to supervisors of pre-service and post-degree counselors. Thus, it will need to reflect the role of supervision in the development of counselors across their entire professional lifespan.

There is some empirical evidence for generic dimensions of supervisors. Friedlander and Ward (1984), for example, reported "styles" that were relevant to supervisors with different theoretical orientations and to supervision of counselors with varying amounts of experience. The results of Dye's survey (Dye, 1987; Dye & Pride, 1987) also identified "generic" criteria for competent supervisors. He found that conceptual knowledge about supervision theories and skills and direct intervention skills were considered necessary components. Equally as important, however, were personal traits (e.g., committed, encouraging, open, sensitive to supervisee's needs and to individual differences), and

facilitative skills. These results suggested relationship factors were as significant as technical skills in determining supervisory effectiveness (cf. Krause & Allen, 1988).

Typically, it is assumed that competent supervisors are competent, experienced counselors. Competent supervisors, however, not only have counseling knowledge and skills. They also have the ability to transmit this knowledge, to promote a counselor's effectiveness and personal and professional identity through a complex developmental process. The proposed credential will highlight this educational role that counselors must assume when they "shift from thinking like a therapist to thinking like a supervisor" (Heath & Storm, 1983, p. 36).

Still to be determined are issues around how applicants will demonstrate their competence in supervision. Both knowledge and performance will need to be assessed, and required application materials will need to adequately represent the criteria. It will be a challenge to design valid and reliable measures of the characteristics and behaviors of competent supervisors.

The possibility of "supervision specialties" was discussed by the Interdivisional Task Force, but the members agreed a generic credential was needed before specialty guidelines could be considered ("Task Force," 1987). A recent survey of counselor education programs that offer supervision instruction, however, indicated specialities such as supervision of marriage and family counseling, group counseling, and counseling adolescents already were being addressed (Borders & Leddick, 1988). Clearly, the body of knowledge and skills unique to counseling supervision is expanding beyond an introductory level.

The imminent reality of a national credential for supervisors is evidence of the counseling field's continuing commitment to professionalism. It is imperative that counselors have the opportunity for qualified supervision across their professional lifespans, and credentialing their supervisors is a significant step in that direction.

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Stress Management Through Exercise

Marlene Z. Branz

Counselors are exposed to great amounts of distress, in themselves due to the nature of their work, and in their clients. No one is immune to stress and no one factor produces distress or eustress; combinations of social, environmental, and psychological stress place man in a precious position. Selye defined stress as a discrepancy between the ideal state of an individual in relation to the desired goals and the actual position in which the individual finds himself. How an individual perceives a stressful event is a major factor in how he reacts to the stimulus. Mismanaging stress has proven to cause both mental and physical illness. The counselor's job is to assist clients in understanding the stress reaction and in helping the client turn distress into a productive tool.

Stress management has three components: exercise, nutrition, and relaxation. This article describes one method, exercise, as a means to combat the deleterious effects of stress on mental and physical well-being. For counselors, this information has the potential to help clients gain control over stress, to become more self responsible, to build self esteem and physical strength, and to have a sense of self mastery. The exercise method described in this article is obtainable and realistic for counselors and clients because it can be tailored to individual needs, time schedules, and because it is low cost.

To understand how exercise helps stabilize distress it is important to first understand some of the negative physiological effects stress has on the body and mind. These adverse reactions are discussed by focusing on two hormones, cortisone and adrenaline, giving the reader a basic idea how stress physically harms the body.

Physical benefits of exercise are enumerated showing how a routine aerobic exercise program balances the ill effects of stress. A simplified exercise program description is offered to help guide counselors in encouraging clients to become more self responsible

Marlene Z. Branz is a counselor/instructor at a private business college in Illinois.

for their mental and physical health.

It is important to remember that stress can be either positive or negative. The basic physiological reactions are the same for both responses. The difference between eustress or distress depends on how the person copes with the stressors, how intense the stressors are, and the amount of time the stressors continue.

Stress is known to adversely affect the physical and mental well being of humans. Past experience, psychological defenses, physiological reactions, coping, and illness behavior must be looked at when determining how specific events precipitate illnesses. The scale devised by Holmes and Rahe indicates that particular events have greater effect than others: death of a spouse, divorce, and marital separation are top on the list. The evidence shown by the scale suggests that major stressful life events precede certain illnesses identified.

Reported illnesses are not restricted to either emotional or to physiological affects; distress manifests itself in one or the other, or both. Depression is the most common form of mental disorder associated with stress. Other forms of mental distress are neurotic disorders, maladapted behaviors and schizophrenic attacks. Mental disorders can manifest themselves in the forms of burnout, compulsive behaviors, apathy, distortion of values, and many others.

The particularly demanding work of counseling takes its toll. The cyclical progression of undesirable behavior surfaces with a degree of intensity. Counselors in this cycle find that long-repressed insecurities reemerge, and to circumvent suspicions of incompetence we press harder and push further. A sense of urgency develops, preying on mental alertness, abilities, and demeanor. These symptoms can be the development of illnesses (both emotional and physiological) that result from stress.

A wide variety of physiological illnesses are attributed to distress: ulcers, diabetes, asthma, arthritis, cancer, and premenstrual tension syndrome. A brief description of how the body reacts to stress will help clarify the relationship between illness and stress.

Our bodies are equipped to respond to stressful events with either productive or nonproductive reactions. External stressors are registered in the brain and activate internal mechanisms that flood our bodies with hormones and chemicals. The first area to be activated is the hypothalamus which controls four specific functions. The initiating activity is in the autonomic nervous

system, stimulating the secretion of ACTH (adrenocorticotrophic hormone) from the anterior pituitary, which in turn produces ADH (antidiuretic hormone) or vasopressin, and stimulating the thyroid glands to produce thyroxine. Two things happen during this reaction: cortisone is released into the body and the autonomic nervous system begins releasing adrenaline. An individual's perception of the stressful event, in conjunction with the release of these two hormones, will determine if the stress reaction is harmful to our body.

The hormones by themselves are providing the flight-or-fight response that is necessary for survival of the species. The ill effects come about when an individual lacks coping abilities to deal with the stressors. When this happens, the release of cortisone and adrenaline reoccur with great frequency and in large quantities. The continued influx of these two chemicals begins to take its toll.

Cortisone, when delivered in large amounts, inhibits the immune system. A person can become more prone to illness and infection as a result of this. Cortisone also stimulates glucose while inhibiting insulin. Diabetes may result when this response continues unchecked. Another response to cortisone is that it shuts off the digestion process and this can effect the lining of the stomach, producing ulcers. Lactate acid builds up in the muscles during the cortisone release; this substance is a bodily waste product that creates an imbalance in muscle tissue causing cramping. These are just a sampling of what chronic stress and cortisone release can do to the body.

Adrenaline, essential for survival, is also harmful when released in large doses. Adrenaline is the responsible agent for muscle contractions; too much adrenaline causes trembling and nervousness. Other side effects of constricted muscles are headaches, aches and pains in large muscle groups, and tension. Adrenaline also constricts the blood vessels causing high blood pressure and possible blood clotting. Since the heart depends on the flow of blood to keep beating, the adrenaline response directly interferes with the heart's life functions by causing increased heart rate.

The physiological response to these two hormones is felt almost immediately. Pulse and anxiety levels elevate during chronic stress response; the two hormones behave much differently in speed of reaction and the speed at which they clear out of the bloodstream. The response is not an on-off phenomenon. The lingering effect, in conjunction with the other related hormone

stimulations, cause an increase in blood pressure. During chronic stress blood pressure remains elevated and eventually stays at the higher level.

These two hormones are just the tip of the iceberg. During chronic stress, many other hormones are released into the body. It is the combination, duration, and quantity of these hormones coupled with the perception of the individual that depends on the total stress reaction.

People cope with stress in a variety of ways. As stated earlier, the most helpful ways to combat chronic stress are relaxation, exercise, and nutrition. The three components are best utilized when they are practiced regularly and when they are assembled into an individual's life style. Exercise, as one way to approach stress management, is easily accessible and most beneficial. Counselors who exercise regularly will attest to the physical and mental relief as a result of their exercise programs. That is why they stick to it.

Deciding to exercise regularly is a commitment to health. Counselors who practice regular aerobic exercise provide good examples to clients and colleagues. Regular aerobic exercise teaches self-responsibility for health. Adherence to a regular program of exercise promotes feeling of mastery and competence. Feelings of self-efficacy acquired by obtaining exercise goals may offset feelings of hopelessness and reduce the adverse impact of psychosocial events. Aerobic exercise is an economical means for counselors and clients to achieve these goals.

The term aerobic literally means "with air." It is the oxygen intake that brings the aerobic exercise benefits. Running, swimming, cycling, walking, stationary running, handball, basketball, and racketball all achieve the same aerobic goal. Goal setting involved in maintaining a routine will increase confidence because when someone achieves a realistic goal, the impetus to do the activity again is stronger.

Mentally, exercise induces a feeling of euphoria in the participant. This happens in two ways: the ability to deal with specific stress situations that occur during the course of each ordinary day, and the ability to relieve yourself of stress at the end of an especially pressure-filled day. This works because of the release of endorphin into the blood stream.

Endorphin is the feel good hormone. During depression, the endorphin levels are below the normal. Exercises causes endorphins to release into the blood stream and they maintain

high levels, much like adrenaline and cortisone, for prolonged periods of time. As much as a fivefold increase has been documented by Kenneth Cooper at his aerobic research center in Texas.

Let's say that a person suffering from depression begins an exercise program. During and after the exercise, the person feels elated and relieved from the burden of mental stress. The endorphins surging throughout this individuals body alleviated the depressed state. Motivation to repeat the exercise routine is encouraged by the natural feeling of well being. Endorphins are just one reason to exercise; physical benefits also aid in mental rejuvenation.

Physically, aerobic exercise strengthens the body and the heart. A brief listing of some of the physiological benefits from exercise are: improved digestion, strong bones, protection from heart disease, increased blood volume, increased lung capacity, lipoproteins increase, cholesterol decreases. These beneficial components of exercise increase stamina, endurance, and physical performance when dealing with stress. A strong body reacts more constructive against distress. Another way that exercise benefits the stress response is by lowering the heart rate.

Immediately following exercise, the heart's size is slightly increased. The heart pumps blood more efficiently and energy is conserved. Adrenaline is another reason that the heart rate is lowered. The adrenal glad is suppressed during exercise causing a governor effect. The suppressed amount of adrenaline causes the heart to remain pumping slower. The exercise conditioned heart is less affected by the hormones in more than one way.

Exercise training develops the heart into a strong, healthy muscle that works more efficiently during moments of relaxation or moments of peak physical exertion. The strong heart maintains large reserves of power to handle whatever physical or emotional stress is imposed upon it.

Implementing stress management through exercise requires a planned aerobic exercise program. It should be noted that anyone over the age of 35 years should consult a physican prior to beginning a strenuous program. Aerobic has been defined as exercise that utilizes air intake. The frequency of the exercises is as important as the duration. Ideally, a regular aerobic program will be followed three to four times a week. Every aerobic exercise program begins with a warm up which prepares the body for the upcoming workout.

The warm up is a series of slow stretches and limbering exercises done with proper breathing. Warming up is a precaution against unnecessary injuries and muscle soreness. Gradual warm up stimulates the heart and lungs moderately and progressively. It also increases the blood flow and the blood and muscle temperatures gradually. The warm up also helps the participant mentally prepare for the more strenuous exercises to follow.

Next, the cardiovascular exercises begin. As noted earlier, aerobic exercise can be one of a variety of exercises. The important point is to use the heart to its target range and to maintain that rate for 15-20 minutes. To calculate the target heart rate, you need to know your resting heart rate (taken in the morning prior to getting out of bed). A simple formula is used to determine target heart rate:

200	(mean maximum heart rate)
– _____	(less age)
– _____	(less resting heart rate)
x .70	(multiply by 70% usage of heart)
+ _____	(add resting heart rate)
= _____	70% aerobic threshold

As can be seen, this gets complicated. Number 200 is used as a maximum rate. The computations are beneficial because an individual must keep the heart at the target rate throughout the aerobic section of a workout. Benefits occur in the target range. Monitoring pulse activity before, during, and after aerobic training ensures that an individual maintains the target range for the specified period of time.

The last section of an aerobic workout is the cool down, or tapering down period that uses lowered activity intensity. The key is to keep moving and to slow down, not stopping. Cooling down is necessary to help the blood return to the heart region from the extremities. It also helps eliminate lactic acid from the muscles, preventing cramping and soreness. The faster the heart rate returns to the resting rate the better shape the heart and lungs are in. The warm up, cardiovascular training, and cool down, provide a safe, well planned exercise program.

Many people view exercise as a drudgery. These individuals do best in a formal class setting. Swimming instructors, aerobic teachers, running partners, and others are available to assist individuals to get started correctly. An added benefit of working out in groups is that it helps to motivate beginners. Staying in a program is more important than beginning one. Exercise does

more than combat chronic stress and its mental and physical side effects. It gives muscle tone and strength which help support the skeleton; it stimulates the release of insulin which helps to control appetite; it releases endorphins which helps decrease depression and increase motivation, and it produces a greater volume of red blood cells which bring more oxygen into the heart, lungs, and muscles.

Stress is a killer that we can learn to live with. Exercise is just one of the many ways in which individuals gain control over their lives and learn to cope with unavoidable stress. Putting the exercise program into practice is a step in the right direction. The results are healthier, happier lives.

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Issues in Counseling and Supervising Hearing-Impaired Counselor Trainees/Clients

Deborah L. Gough
and
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Supervision of hearing-impaired counselor trainees and/or clients presents unique challenges in the counseling setting. Issues of communication, specific client concerns, and counselor attitudes toward deaf clients are to be addressed and resolved effectively to facilitate the counseling process. Evaluation of and suggestions for communication among supervisor/counselor trainee/client are presented. A resource listing cities referral networks as well as professional and general informational publications and organizations.

Within the realm of counselor education and supervision, faculty and clinical supervisors strive to develop within their students a certain level of skills, strategies and knowledge of resources with which to assist their clients' psychosocial growth and development. While this process is intended to address the wide range of client needs in a variety of counseling settings, one population presents a unique set of challenges to counselor trainees and their supervisors. This population is comprised of persons who are hearing-impaired or deaf.

As with other special populations, counselors and supervisors will need to modify and adjust the methods and processes of counseling to meet the specific needs of their hearing-impaired clients. The purposes of this paper are to: (1.) assist counselor supervisors and counselor trainees in providing quality counseling services to deaf clients in lab settings, (2.) assist counselor supervisors in their work with hearing-impaired counselor trainees, (3.) provide suggestions for the facilitation of

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communication throughout the course of the counseling experience, and (4.) provide outside resources available to assist in meeting the communication needs of deaf counselor trainees as well as clients seeking counseling services in Illinois.

What is the likelihood of any counselor facing the challenge of working with a deaf client? It is often the case that due to the "invisibility" of the disability of deafness, and an often limited awareness of mental health services among the deaf population, the number of deaf persons seeking counseling services is smaller than one might expect, given the number of persons in the U.S. having a severe hearing impairment. "At least 14 million American—one in every fifteen—have hearing defective to some measurable degree, and two million meet the demographer's definition of deafness; they can neither hear nor understand speech with or without a hearing aid...there are more than one-half as many deaf people in this country as Episcopalians, and almost three times as many deaf as blind" (Benderly, 1980, p. 9).

In addition to the degree of hearing loss, other elements contribute to the manner in which a person with a hearing impairment develops self-concept and functions in the "hearing world." These elements include the age of hearing loss.

A person born with a hearing loss (congenital deafness) is deprived access to the normal process of speech and language development. This lack of auditory input generally results in a delayed or limited language development. The altered language system leads to a number of related adjustment difficulties in several areas including: language, communication, experiential, educational, social, psychological, vocational, economic and cultural aspects of life.

In contrast, a person possessing normal hearing at least through the critical age for learning language (approximately age 3) and then experiencing a hearing loss (adventitious deafness) typically will not experience the same range and degree of adjustment problems, and often will enjoy a greater level of success in the areas of education, vocation, social relationships, and so on.

Limitations in English language development are frequently manifested by lowered levels of reading and writing skills among many deaf persons. In a study of educational achievement among deaf students, age 16 or older, in the U.S., "...only five percent of the students achieved at a tenth grade level or better. Most of this five percent were hard of hearing or adventitiously deafened. Sixty percent were at grade 5.3 or below, and thirty percent were

functionally illiterate." (Mindel and Vernon, 1971, p. 94) The situation seems to change very little over time into adulthood in that, "...the average deaf adult reading achievement used to measure verbal language is generally at fourth grade and often at third grade." (Bolton, 1979, p. 274.)

"True linguistic competence" all too often in American society refers to facility with written and spoken English. Most deaf persons in the U.S. communicate through American Sign Language (ASL). (Humphries, Padden, and O'Rourke, 1980) Within their own native language, ASL, hearing-impaired persons are as linguistically competent as most hearing persons are with English. However, "There tends to be an ethnocentric bias among the hearing culture that English is superior to ASL..." (Glickman, 1986, p. 2) This bias is evident in communication controversies in deaf education and in communication gaps between hearing parents and their deaf children. The overwhelming majority of these parents never learn to communicate with their deaf children through sign language. The use of ASL sets the deaf population apart: they become "outsiders" by virtue of their language as well as their physical disability. (Benderly, 1980)

COMMUNICATION

One of the first concerns for counselor trainees and supervisors in providing services to a deaf client is communication. This is the core of the development of a counseling relationship, and the very essence of the counseling process from every theoretical perspective.

Communication Through Writing

A communication method sometimes utilized is writing back and forth with the client. The major drawback with this approach relates to the often limited opportunity to develop adequate English language skills experienced by many deaf persons. In addition to the altered level of English language skills, another potential complication arises in written communication. Due to the differences in grammar and syntax of ASL and English, direct transcription of ASL sentences can appear almost unintelligible to persons not fluent in this language. Several sample sentences are presented:

"Ago one week teacher yell, yell, yell me. Why? Boom!"

"Touch finish M-I-N-N you?

"I have many things learn new because I don't know how language and what call."

It is an unfortunate fact that one's intelligence is often judged by others on the basis of one's verbal and written language skills. The counselor trainee may assume that a deaf client who writes ASL-type sentences possesses less intelligence, or perhaps is experiencing some degree of thought disorder. Generally speaking, "...there is no direct relationship between hearing loss and intelligence...research on the relationship of language to thought processes shows clearly that capacity for abstract thought is no different among deaf people than among the normally hearing." (Mindel & Vernon, 1971, p. 87) What the counselor is commonly dealing with in this situation are "normal" thoughts and feelings expressed in "unusual" phraseology.

In summary, writing as a mode of communication in the counseling setting can prove to be time-consuming, frustrating and intimidating for deaf clients. In addition, the written information may not be an accurate reflection of the client's genuine concerns due to potential language differences.

Communication Through Speechreading

A second option for communication in counseling is speechreading (lipreading) and speaking by the client. Several issues are to be considered. One area of concern is the intelligibility of the client's speech. There may be some difficulty for the counselor in that "...speech intelligibility among the deaf is generally considered to be poor. The quality of their voices is said to be strained, possessing an abnormal pitch with dramatically different intonation patterns and a decreased control for intensity of sounds compared to hearing people's voices." (Schlesinger & Meadow, 1972, p. 49) A second issue is that "...speechreading can be a very difficult, tiring and frustrating experience in everyday interactions. It becomes even more taxing in a personal and emotionally charged situation such as psychotherapy." (Gough, 1987, p. 167) The skill of speechreading is quite difficult and rarely mastered. Consider that "...only 30 percent of English sounds appear unambiguously on the lips; the rest must be guessed from contexts, probability, or sheer, blind luck." (Benderly, 1980, p. 166) The number of persons capable of speechreading at a level sufficient for counseling would be quite small, as is indicated by

psycholinguist Hans Furth. "Only 12 percent of deaf adults achieve true linguistic competence English and only 4 percent are proficient speechreaders of speakers." (Furth, 1966, p. 14)

In spite of the difficulties involved, the client may prefer to use speechreading as a communication mode. Several suggestions are presented that may prove helpful to the counselor trainee in providing as many visual cues as possible and in facilitating clear communication.

—face the clients when speaking and listening.

—speak normally without overenunciation of words.

—speak at a normal rate of speech.

—avoid using idioms, jargon or slang.

—use short, direct statements and questions.

—use appropriate, congruent facial expressions.

—take care to maintain appropriate eye contact.

—ask for feedback periodically to make sure the client is understanding.

—attend to the client's nonverbal behaviors and facial expressions for indications that the message is unclear or not understood.

(Gough, 1987, p. 167)

Communication Through an Interpreter

A third communication option in counseling would be the use of an interpreter in the session. In this situation, client and counselor may feel more free to attend to *what* is communicated rather than *how* to communicate. Again, there are several points to consider.

On the basis of ethical standards and confidentiality, a trained professional interpreter would be the optimal choice. Allowing clients' friends or family members to interpret would prove inhibiting and inappropriate. Regardless of the professional and objective attitude on the interpreter, counseling takes on an additional level of difficulty with a "third party" in the room. Therefore, it may prove beneficial to spend additional time assuring the client of confidentiality and working to establish the "safe" environment necessary to the process of counseling.

Nonverbal Communication

In considering the predominantly visual mode of accessing information by deaf clients, utilizing nonverbal communication becomes especially important for the counselor trainee. Some methods of enhancing visual communication include gestures, drawings, pantomime, making lists, suggesting readings (depending on the client's level of comfort and skill in reading), role play, etc.

An essential component of counselor training involves attending to clients' nonverbal messages and noting their significance. In counseling with deaf clients, however, the clients will also attend intently to the counselor's nonverbal cues.

> The deaf and hard of hearing are very observant (They have to be.). The way you stand or sit, the way you shrug your shoulders (perhaps in impatience), the way you walk from your desk to the door, tell a great deal to the keen observer. Your manner, your poise, your smile, the expression in your eyes and in your face, the way you use your hands all tell a story of indifference or understanding. (Levine, 1960, p. 171)

In view of the fact that the client is an "expert" observer, the counselor and supervisor may enhance the counseling process by taking care to be congruent in expressing verbal and nonverbal messages. Especially, "...when expressing feeling, more nonverbal (bodily) cues should be used" (Sussman & Stewart, 1971, p. 61)

To summarize the points raised regarding the selection of communication mode in counseling and supervising deaf clients, perhaps the most reasonable and effective approach is to ask the clients what works the best. Through the development of a solid counseling relationship, it is essential that both client and couselor trainee feel comfortable enough to experiment with several styles of communicating if necessary, until they find the combination that best suits their needs.

While it may require more energy and thought to monitor one's own nonverbal messages, and to attempt to represent information in a more visual manner, these efforts demonstrate respect and caring for the client and dedication to the counseling process and its goals. In these efforts, hopefully the client will perceive the counselor trainee as a role model for perserverance, flexibility and risk taking.

> In interviewing the deaf (in a clinical diagnostic interview), it is a common error to consider problems solved with the selection of appropriate methods of communication. It cannot be stressed strongly enough that the basic aim of an interviewer is to get to the thinking and attitudes of his deaf subject. Methods of communication merely represent the bridge that will get him there (Levine, 1960, p. 160)

ISSUES IN COUNSELING

In their psychosocial development, hearing-impaired children face certain barriers to general information and awareness of daily living expectations. Due to these gaps in their experiences, social and cultural biases arise, and children often develop inadequate or distorted self perception. It has been noted that among college aged deaf persons there appear to be:

> ...delayed emotional maturity as manifested by impulsivity, a lower frustration tolerance, inability to delay gratification, poor social skills, and inappropriate emotional expressions. Also there appears to be a dependency, as manifested by passivity—"Do it for me"...a fear of taking risks, referring decisions to others...unrealistic expectations, manifested by poor self-assessment for planning and career choices, and weak motivation where the person gives up easily...External locus of control in which the hearing-impaired student blames others, demonstrates a lack of sense of responsiblitiy...(Lumpkin, 1988, p. 217)

Generally, many of the issues suggested by Lumpkin (1988) are descriptive of persons experiencing the loneliness, social deprivation and depression resulting from an isolated life style. Due to the lack of communication and contact with the "mainstream" of society, certain eccentricities and gaps in social adeptness are bound to occur.

The counselor trainee thus may encounter a hearing-impaired client who appears willing to let the counselor direct the session and make decisions about his life. A relationship could develop in which the trainee feels as if she must "take care" of the client. Framo (1972) describes the nature of dyadic relationships as

collusive, noting that in a relationship "if he is scared...we can be brave, or if he is responsible, we can be irresponsible" (p. 288). Care must be taken to prevent counselor trainees from developing a paternalistic attitude which could complement the passive, dependent posture evident in many hearing impaired clients. Efforts should be made to assist the hearing impaired client in accepting responsibility and control over their own lifestyles, without the counselor adopting the role of "caretaker."

SUGGESTIONS FOR SUPERVISION WITH HEARING IMPAIRED COUNSELOR TRAINEES

While the majority of this paper offers information and suggestions for supervising the counselor trainee providing services to a deaf client, it may also be the case that a deaf person will enter a counselor training program as a trainee. The following suggestions are provided to assist in the education and training of those students.

1. As previously suggested, working together to establish a comfortable and useable communication mode will be a first consideration.

2. If an interpreter is to be involved, seek out the office of services for disabled students within your educational institution. If there are no services as such, refer to the resource listing included at the end of this article.

3. Early in the training program it would prove valuable to assist the counselor trainee to develop a positive and effective strategy for working with hearing clients and facilitate their acceptance of a deaf counselor. This may also be helpful with the other students in the training program to assist them to develop appropriate peer relationships with a hearing-impaired trainee.

4. Utilize videotapes of each session as an aid in supervision.

5. Take care to monitor the tendency toward paternalism/dependency on the part of all individuals involved in the counselor training program.

DISCUSSION

It is quite possible to provide a high level of quality counseling services to deaf clients without special skills in and knowledge of deafness. Providing mental health services to persons who are deaf often presents new and unexpected challenges to the counselor trainee and supervisor, especially in the areas communication style, language differences and limitations, and methods of developing the client's new insights in therapy. While the need for mental health services among the deaf population, as with the population in general, continues to increase, the number of counselors trained in deafness and skilled in manual communication (sign language) remains quite limited. In view of this situation, it may prove helpful to identify and explore some of the areas of difficulty in counseling with persons who have a severe hearing impairment, and to suggest alternative interventions and modifications of communication that may serve to facilitate and enhance the counseling experience for the client, counselor trainee and supervisor.

RESOURCE LISTING—ILLINOIS

PUBLICATIONS

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Professional Journals

American Annals of the Deaf

Journal of the American Deafness and Rehabilitation Association (formerly the *Journal of Rehabilitation of the Deaf*)

Volta Review

Other Deafness-Related Periodicals

The Deaf American

Deaf Life

PROFESSIONAL ORGANIZATIONS

American Deafness and Rehabilitation Association
P.O. Box 55369
Little Rock, AR 72225
501/375-6643

Illinois Deafness and Rehabilitation Association
P.O. Box 395
DeKalb, IL 60115
312/466-4811 Ext. 567 (Ms. Marcia Kolvitz, President)

INTERPRETER SERVICES

Chicago Hearing Society
10 W. Jackson Blvd.
Chicago, IL 60604
312/939-6888

Directory of Interpreters for People Who Are Hearing-Impaired

Available through:
Ms. Kim Gibson-Harman
DORS-DSHI
100 W. Randolph, Suite 8-100
Chicago, IL 60601
312/917-2939

MENTAL HEALTH SERVICES

Long, G.A. (1987). *Directory of Mental Health Services for Deaf Persons* (Available from Greg Long, ADARA Mental Health Section, P.O. Box 55369, Little Rock, AR 72225)

Access Living of Metropolitan Chicago
815 W. Van Buren—Suite 525
Chicago, IL 60607
312/226-5900 (Voice)
312/226-1687 (TDD)
Jean Modry/Thomas D. Benziger
Advocacy, substance abuse, counseling, domestic violence counseling

Anna Mental Health and Developmental Center
1000 N. Main
Anna, IL 62906
Lois Naegele or Bill Balabas
618/833-5161
Inpatient evaluation; therapy; special education services for children and adolescents

Bridge Program for the Hearing Impaired
4814 N. California
Chicago, IL 60625
Karen Kozlowski
312/989-8091 (V); 312/989-8574 (TDD)
Inpatient and outpatient residential and case coordination with deaf mentally ill patients

Center on Deafness
10100 Dee Road
DesPlaines, IL 60016
Louise Miller
312/297-1022
Residential treatment for emotionally disturbed deaf children and adults

Community Mental Health Services
466 E. 8th St.
Jacksonville, Il 62605
Roger Williams
217/245-6126
Outpatient counseling

Illinois Hearing Impaired Unit (IHIU) Durso II
Chicago-Read Mental Health Center
Chicago, IL 60600
Maureen Resheske, Supervisor, SW I
312/794-5560 (V); 312/794-5563 (TDD)
Inpatient mental health services for adults, deaf mentally ill

Northern Illinois University
Department of Communicative Disorders
DeKalb, IL 60115
Dr. Sue E. Ouellette and Mrs. Mary Andrews
815/753-1481 (V); 815/753-6520 (TDD)
Individual and family therapy

Ravenswood Hospital Community Mental Health Program
4545 N. Damen
Chicago, IL 60625
312/769-6200 (V); 312/728-3737 (TDD)

Chicago Read Mental Health Center Mentally Ill Hearing Impaired Program
4201 N. Oak Park Avenue
Chicago, IL 60634
Paul Bromberg, M.S., Director 312/794-5560 (V); 312/794-5563 (TDD)
Psychiatric evaluations, medical assessments, psychological testing, daily living skills training, recreational program, individual and family therapy, functional language assessment

Mental Health Services for Deaf Adults and Children (MENDAC)
Siegel Institute/Michael Reese Hospital
3 33 S. Cottage Grove
Chicago, IL 60616
Dr. Laszlo Stein, Director
312/791-2910 (V); 312/791-3449 (TDD)
Outpatient psychiatric clinic providing both comprehensive diagnostic evaluations and insight oriented psychotherapy, social and vocational therapy for children and adults

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Temperament, Counseling and Self-Esteem

Twyman Jones

The Keirsey theory of temperament focuses on the behavioral characteristics of four hypothesized temperaments. Keirsey suggests specific behavioral requirements for the development of individual self-esteem. The theory is introduced in this article and the four temperaments are described. Implications for counseling with problems of self-esteem are discussed.

INTRODUCTION

Developing, strengthening and reinforcing client self-esteem has been a major goal of the counseling profession for some time (Branden, 1969; Roger, 1951). Branden (1969) and Satir (1988) make self-esteem the very foundation of their practice. It is this writer's observation that most counselors lack a well defined base from which to approach the task of helping clients feel better about themselves. Very often counselors operate from the premise that everyone has to meet some universal set of requirements to possess self-esteem. Branden (1969), for instance, stresses his belief that everyone must have a sense of competence in order to achieve self-esteem. In a similar vein, Canfield (1987) suggests each of us must believe that we are both lovable and capable before we can really feel good about ourselves. While Branden (1969) and Canfield (1987) suggests each of us must believe that we are both lovable and capable before we can really feel good about ourselves. While Branden (1969) and Canfield (1987) may be quite accurate in identifying the self-esteem needs for some people, they may be somewhat less accurate when their explanations are applied to others, especially when the work of David Keirsey (1984) is considered. Keirsey's (1984) contention that differing temperaments have different needs with respect to self-esteem development advances the possibility that explanations

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such as Branden's (1969) and Canfield's (1987) are valid for only a portion of the total human population.

The purpose of this article is to introduce counselors to Keirsey's (1984, 1987) interpretation of temperament theory. The following discussion will provide the reader with a basis for understanding the unique conditions which different people must satisfy in order to attain high levels of self-esteem.

KEIRSEY'S TEMPERAMENT THEORY

Keirsey's (1984) theory has four key assumptions which are germane to the counselor's task of helping clients develop high levels of self-esteem. These assumptions are: (1) all of us are born with the inherent potentials of one of four temperaments; (2) everyone actively strives for self-esteem, rather than self-actualization as Maslow (1954) suggests; (3) each temperament has specific need requirements for the development of self-esteem; and (4) people like themselves best when they behave in ways that satisfy the specific needs of their own inborn temperaments.

Keirsey (1984) hypothesizes that human beings can be categorized into four separate and distinct temperaments. The names which he originally selected for each of the four temperaments came from four greek gods whom he believes manifest the essence of each temperament. They are Epimetheus, Dionysus, Prometheus, and Apollo. Thus, we have the epimetheans, dionysians, prometheans, and apollonians (Keirsey, 1984). He later identified labels which are more generally descriptive of each temperament's characteristics (Keirsey, 1987). The epimetheans become known as guardians, the dionysians as artisans, the prometheans as rationals, and the apollians as idealists. The more contemporary labels of guardian, artisan, rational and idealist will be used in this article.

A number of ways exist in which counselors can use temperament theory to enhance their effectiveness in working with clients on problems of self-esteem. The two counseling applications of temperament theory which follow briefly demonstrate the usefulness of the theory. In the first place, counselors can use their understanding of temperament to modify their own behaviors to match the behavioral preferences of their clients and thereby more effectively establish rapport and increase client involvement in the counseling process. For instance, they may want to emphasize global outcomes and personal meaning

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BYLAWS

ILLINOIS ASSOCIATION FOR COUNSELING AND DEVELOPMENT

(Adopted May 7, 1988 and Revised November 2, 1988)

ARTICLE I

Name, Purpose, and External Policy

Section 1. Name. The name of this association shall be the Illinois Association for Counseling and Development, a State Branch of the American Association for Counseling and Development. The name of the Association or its accepted acronym, IACD, shall not be used by organizations, individuals or agencies without the approval of the Senate.

Section 2. Purposes. The purposes of the Illinois Association for Counseling and Development, a not for profit organization, are to enhance individual human development by: seeking to advance the scientific discipline of guidance, counseling, assessment, and personnel work; conducting and fostering programs of education in the field of guidance, counseling, assessment, and personnel work; promoting sound guidance, counseling, assessment, and personnel practices in the interests of society and the individual; stimulating, promoting, and conducting programs of scientific research and of education in the field of guidance, counseling, assessment, and personnel work; publishing scientific and professional findings and articles of information; holding educational and professional meetings and conferences; informing and educating the general public about the human development profession; establishing contacts with various organizations for scientific and educational pursuits; examining conditions which create barriers to individual development and working to remove them; and participating in the political process to promote, implement, and attain its purposes as they appear here.

Section 3. External Policy. No officer, member of the Executive Board, member of the Senate, or individual member of the Association shall state or represent the Association position unless specifically directed to do so by resolution adopted as a statement of external policy.

ARTICLE II
Membership

Section 1. Types of Membership.

(a) Voting membership shall be of one type—individual.

(b) Individual Membership

(1) *Qualifications.* Any person whose responsibilities or interests are in the area of human development, specifically guidance, counseling, assessment, or personnel work and others with special interest and responsibilities such as community agency workers, school social workers, school psychologists, and para-professionals in counseling, shall be eligible for membership.

(2) *Procedure.* Any person desiring to become a member of the Association shall make application and submit the appropriate dues to the Association. A person shall become a member of the Association upon election to membership and upon receipt of the membership card.

(3) *Obligations and Privileges.* A member must pay annual dues and all divisional members must maintain Association membership. A member in good standing shall be entitled to vote, to attend meetings of the Association, and shall be eligible to hold office in the Association.

(c) Special Members. The Senate may prescribe and establish criteria for special memberships in the Association consistent with the *Bylaws* of the Association provided, however, that no person shall be deprived of any privileges heretofore granted.

(d) Retired Members. Members in retirement shall be entitled to reduced annual dues and shall maintain all the privileges of individual membership.

(e) Student Members. Any student who is enrolled on a full-time basis at a college or university in a degree program may be eligible for student membership. Student members have all of the rights and privileges of a regular member.

(f) Past Presidents. Membership in the Association shall be free to past presidents of the Association.

Section 2. Dues.

(a) Annual Association dues for members shall be established by the Senate.

(b) Divisional or Chapter dues shall be established by the Division or Chapter.

Section 3. Severance of Membership.

(a) A member may be dropped from membership for any conduct that tends to injure the Association or to affect adversely its reputation, or that is contrary to or destructive of its purposes according to the *Bylaws* and *AACD Code of Ethics*. Compaints involving an AACD member shall be forwarded to the AACD Ethics Committee. A member who does not belong to AACD who is charged with engaging in any such conduct shall be given notice of the precise nature of the charge, shall be given the opportunity to confront witnesses, and shall have the right to a hearing before the Ethics Committee. The Ethics Committee shall consider any charges made and shall have the power to determine whether the charges shall be dropped or the accused member permitted to resign, or whether the accused member shall be reprimanded, placed on probation, or expelled or suspended from membership. An accused member or an accuser may appeal a final decision of the Ethics Committee to a review committee. The review committee shall be comprised of the immediate past president, president-elect, and president of the division with which the accused member is most closely identified.

(b) Individuals who represent themselves as members of the Association empowered to conduct official business of the Association without appropriate authorization shall be considered in violation of these Bylaws and thus subject to review by the IACD Ethics committee.

(c) Individuals will be dropped from membership for the nonpayment of dues.

ARTICLE III

Officers of the Association

Section 1. Officers and Terms of Office.

(a) The officers of the Association shall be the President, President-Elect, Secretary, Treasurer, Immediate Past President, Administrative Coordinator, and Parliamentarian.

(b) All officers of the Association shall be verified members in good standing of IACD and AACD, and shall be residents of the state of Illinois or be employed in Illinois.

(c) The President and President-Elect shall be elected at large from among the individual members of the Association.

(d) The Administrative Coordinator shall be appointed by the Senate, and shall serve at its pleasure.

(e) The Secretary, Treasurer, and Parliamentarian shall be appointed by the President subject to ratification by the Senate at the first meeting of the President's governance year.

(f) The term of office of any officer of the Association and Division shall begin on July 1 and shall be for a period of one (1) year.

Section 2. Duties of Officers.

(a) The President shall preside at all meetings of the Association, Senate, and Executive Board but shall vote only to break ties. The President, subject to confirmation by the Senate, shall appoint the chairpersons of all committees except as otherwise specified in these *Bylaws*, and shall be an ex officio member without vote on all committees. The President shall delegate tasks to the Administrative Coordinator as directed by the Senate, and shall perform the duties customary to that office and such additional duties as directed by the Senate.

(b) The President-Elect shall perform the duties of the President in the absence or incapability of the President as determined by the Senate. The President-Elect shall assume the Presidency of the Association upon the death or resignation of the President. If the office of president is vacated by both the President and President-Elect, the Executive Board shall, subject to ratification by the Senate,

appoint a President Pro Temp to fill the unexpired term. The President-Elect shall be the chairperson of the Futures Committee.

(c) The immediate Past President shall serve as Chairperson of the Nominations and Elections Committee and shall be the Historian of the Association. As Historian, the immediate Past President will review documents accumulated during his or her term of office as President and forward those considered appropriate for filing in the IACD Archives to the Archivist.

(d) The Treasurer shall represent the Association in assuring receipt and expenditures of funds in accordance with the directives established by the President and Senate and shall be under such bond as may be determined by the Senate. The Treasurer shall perform the duties customary to the office and such additional duties as may be directed by the President or Senate.

(e) The Secretary shall keep records of the proceedings of the Association, the Executive Board, and the Senate and shall submit minutes of all proceedings to the appropriate persons.

(f) The Administrative Coordinator shall serve as the Executive officer of the Association. This person shall perform such duties as may be delegated by the President or Senate.

(g) The Parliamentarian shall be responsible for those duties usually performed by a parliamentarian as well as those assigned by the President.

Section 3. Nomination and Election of Officers.

(a) Nominations. The Nominations and Elections Committee shall request from among the members at large the names of nominees to be placed on the ballot for President-Elect.

(b) Nominees must have been members of the Association since January 1 of the current membership year and for one year prior to the current membership year.

(c) Elections. The Nominations and Elections Committee shall conduct the election of President-Elect by secret ballot, mailed to the individual voting members of the Association. Elections shall be completed and results reported to the Senate at the last Senate meeting of the governance year.

(d) The Nominations and Elections Committee shall submit the proposed procedures for carrying out the annual election to the Senate for approval.

ARTICLE IV
Governors

Section 1. Term of Office.

(a) There shall be six (6) Governors of the Association.

(b) Governors shall serve three (3) year terms of office with two (2) Governors elected annually.

Section 2. Duties of Governors.

(a) Governors shall serve as members of the Executive Board.

(b) Governors shall perform the duties customary to that office and such additional duties as directed by the Senate.

(c) Governors shall serve as members of at least one Standing Committee of their choice upon approval by the President.

Section 3. Nomination and Election of Governors.

(a) Nominations. The Nominations and Elections Committee shall request from among the members at large the names of nominees to be placed on the ballot for Governors.

(b) Nominees must have been members of the Association since January 1 of the current membership year.

(c) Elections. The Nominations and Elections Committee shall conduct the election of Governors by secret ballot, mailed to the individual voting members of the Association. Elections shall be completed and results reported to the Senate at the last Senate meeting of the governance year.

(d) The Nominations and Elections Committee shall submit the proposed procedures for carrying out the annual election to the Senate for approval.

ARTICLE V

Senate

Section 1. Composition.

(a) The Senate shall be composed as follows:

(1) The Officers of the Association

(2) The Governors of the Association

(3) The President of each Division

(4) From Divisions. The number of Senators is determined by the relative sizes of constituent bodies. Specifically, 50-100 members = 1 Senator, 101-200 members = 2 Senators, 201-300 members = 3 Senators, and 301-400 members = 4 Senators.

(5) From Chapters. Each Chapter is entitled to one (1) Senator.

(6) From Committees. Each standing Committee is entitled to one vote.

(7) The Treasurer and Parliamentarian serve without vote as ex officio members.

Section 2. Powers and Functions of the Senate.

(a) To establish policies to govern the affairs of the Association.

(b) To formulate operational policies appropriate for executive action and direct the execution there of.

(c) To grant and revoke Division and Chapter charters.

(d) To act on the reports of Divisions, Chapters, standing or special committees, commissions, or task forces as are responsible to the Senate.

(e) To adopt and to amend *Bylaws*.

(f) To exercise such other powers and functions as may be necessary or desirable in the best interests of the Association, not in conflict with the *Bylaws*.

(g) To identify issues and establish priorities for professional thrust relating to problems of human development pertinent to the Association.

(h) To establish broad, long-term professional directions for the Association.

Section 3. Meetings of the Senate.

(a) The Senate shall meet at least twice per year with one meeting held immediately prior to the annual convention.

Expenses incurred while participating in Senate meetings will be paid by IACD in accordance with Senate policy.

(b) The President of the Association shall preside at meetings of the Senate; in the President's absence, the President-Elect shall preside.

(c) For purposes of constituting a quorum, an individual may represent more than one constituency. However, each person shall have only one (1) vote except the Treasurer and Parliamentarian who shall be ex officio members without vote. A majority of the voting members of the Senate shall constitute a quorum.

(d) Robert's Rules of Order, latest revision, shall govern the proceedings of all bodies of the Association except where otherwise specified.

(e) At the last meeting of the governance year, and at any other time when so requested in writing, each Division, Chapter, Officer of the Association, standing or special committee, commission or task force as specified in the *Bylaws* of the Association shall make a written report to the President of the Association who shall report salient developments to the Senate and the membership.

Section 4. Executive Board.

(a) Composition. The Executive Board shall consist of the Officers of the Association, Governors, and Division Presidents or their designees.

(b) Powers and Functions. The Executive Board shall act for the Senate within policies as may be established by the Senate. The Executive Board shall function primarily to address those issues which are necessary for the efficient operation of IACD where time requirements necessitate immediate action. All actions and activities of the Executive Board shall be communicated to the Senate through minutes which are mailed within ten (10) working days of an Executive Board meeting.

(c) Meetings. Meetings of the Executive Board may be called by the President or the Senate. Each member of the Executive Board shall have one (1) vote. A quorum shall consist of two-thirds of the duly constituted body. Expenses incurred while participating in Executive Board meetings will be paid by IACD in accordance with Senate policy.

ARTICLE VI
Divisions

Section 1. Organization of Divisions.

(a) The Association shall include Divisions representing specialized areas of interest in human development, guidance, counseling, assessment, or personnel work.

(b) A Division shall consist of at least fifty (50) members in good standing. A recognized AACD Division moving toward IACD Divisional status shall, upon request to the Association President, be granted one (1) Senator.

Section 2. Formation of Divisions.

(a) The Senate shall have the power to grant charters to Divisions in accordance with standing rules established by the Senate relative to the formation of new Division.

(b) Prior to its chartering as a Division, an organization shall demonstrate the following to the satisfaction of the Senate:

(1) It is organized in accordance with the *Bylaws* of the Association.

(2) It is identified in its governing instruments, letterhead, and similar written materials as "A Division of the Illinois Association for Counseling and Development."

(3) Its statement of purposes in its governing instruments is in accord with that of the Association.

(4) Its governing instruments require each of its officers to be a member of the Association.

Section 3. Autonomy of Divisions.

(a) A Division of the Association shall be free to conduct its own affairs, but shall do so only in compliance with the *Bylaws* of the Association.

(b) A Division of the Association may adopt its own name.

Section 4. Reports. Each Division shall transmit to the President of the Association the names of its officers forthwith upon their election or appointment. Each Division shall transmit an annual report to the President of the Association who shall report salient developments to the general membership.

Section 5. Involuntary Revocation of a Charter. The Senate shall have the power to revoke the charter of a Division when

it is deemed in the best interest of the Association to do so.

(a) Before final action may be taken with respect to the revocation of the charter of a Division, a notice of intent to revoke must first be passed by a majority of the members of the Senate present and voting, and the Division in question advised in writing of the reasons for the proposed action. The Division shall have until the next state convention meeting of the Association (but in no case less than six (6) months) to effect remedial measures or otherwise bring itself into compliance with the *Bylaws* of the Association.

(b) A two-thirds vote of the members of the Senate shall be necessary to revoke the charter of a Division.

Section 6. Voluntary Withdrawal of a Division. A Division may be withdrawn from the Association only in compliance with standing rules adopted by the Senate

ARTICLE VII
Chapters

Section 1. Organization of Chapters.

(a) The Association shall include Chapters which organize on the basis of a local geographic unit within the State of Illinois or those which have a special interest. Chapters having special interest in one of the Divisions of the Association may affiliate with the Division in a manner consistent with the governing instruments of the Division.

(b) A Chapter should consist of at least fifteen (15) members in good standing.

Section 2. Formation of Chapters.

(a) The Senate shall have the power to grant charters to Chapters in accordance with standing rules established by the Senate relative to the formation of new Chapters.

(b) Prior to its chartering as a Chapter, an organization shall demonstrate the following to the satisfaction of the Senate:

(1) It is organized in accordance with the *Bylaws* of the Association.

(2) It is identified in its governing instruments, letterhead, and similar written materials as "A Chapter of the

Illinois Association for Counseling and Development."

(3) Its statement of purposes in its governing instruments is in accord with that of the Association.

(4) Its governing instruments require each of its officers to be a member of the Association.

Section 3. Autonomy of Chapters.

(a) A Chapter of the Association shall be free to conduct its own affairs, but shall do so only in compliance with the *Bylaws* of the Association.

(b) A Chapter of the Association may adopt its own name.

Section 4. Reports. Each Chapter shall transmit to the President of the Association the names of its officers forthwith upon their election or appointment. Each Chapter shall transmit an annual report to the President of the Association who shall report salient developments to the general membership.

Section 5. Involuntary Revocation of a Charter. The Senate shall have the power to revoke the charter of a Chapter when it is deemed in the best interest of the Association to do so.

(a) Before final action may be taken with respect to the revocation of the charter of a Chapter, a notice of intent to revoke must first be passed by a majority of the members of the Senate present and voting, and the Chapter in question advised in writing of the reasons for the proposed action. The Chapter shall have until the next state convention meeting of the Association (but in no case less that six (6) months) to effect remedial measures or otherwise bring itself into compliance with the *Bylaws* of the Association.

(b) A two-thirds vote of the members of the Senate shall be necessary to revoke the charter of a Chapter.

Section 6. Voluntary Withdrawal of a Chapter. A Chapter may be withdrawn from the Association only in compliance with standing rules adopted by the Senate.

ARTICLE VIII

Meetings of the Membership

Section 1. State Meetings. The Association shall hold state meetings at a time and place fixed by the Senate which shall give written notice thereof to the membership no less than thirty (30) days prior to the time so fixed.

ARTICLE IX

Business Affairs

Section 1. Finances.

(a) Budget. The Budget Committee shall present an Annual Budget to the Senate for Adoptioin. This will be done at the first meeting of the governance year.

(b) Expenditures. Upon adoption of a budget, all accounts payable, being duly approved by the President, shall be paid by voucher signed by the President or Treasurer.

(c) No member of the Association shall establish any debt in the name of the Association without the prior authorization of the Senate.

(d) Bonding. The President, Treasurer and Convention Coordinator shall be bonded by the Association in such amounts as determined by the Senate.

(e) Audit. The Senate may cause the account of each person handling Association funds to be audited. An audit shall be conducted at the close of the fiscal year and the governance year.

Section 2. Association Year. The fiscal year of the Association shall be October 1 through September 30. The governance year shall be July 1 through June 30.

ARTICLE X

Convention

Section 1. Convention Committee.

(a) The Convention Committee shall be responsible for all phases of the Annual Convention and shall operationally perform its duties through two subcommittees: Program and Local Arrangements.

(b) The Convention Committee shall consist of the Convention Coordinator and the chairperson or co-chairpersons of the Program and Local Arrangements subcommittees.

(c) The Convention Committee shall set registration fees subject to approval by the Senate.

(d) The chairperson of the Convention Committee shall be the Convention Coordinator. The Chairperson shall be appointed by the President subject to confirmation by the Senate and shall serve a one (1) year term.

(1) The Coordinator shall be empowered to enter into binding contracts with persons, agencies, or businesses on behalf of the Illinois Association for Counseling and Development insofar as said contracts relate to the Annual Convention.

(2) The Coordinator shall maintain a financial record of the Convention and shall submit such records to the Budget Committee for audit at the end of the governance year.

(3) The Coordinator shall be under such bond as may be determined by the Senate.

Section 2. Convention Program Subcommittee.

(a) The Convention Program subcommittee shall consist of a chairperson or co-chairpersons, and one representative from each Division.

(b) The subcommittee shall be responsible for developing the program and activities of the annual convention in concert with the Convention theme identified by the Association President.

Section 3. Local Arrangements Subcommittee.

(a) The Local Arrangements subcommittee shall consist of a chairperson or co-chairpersons and as many members as

are deemed necessary by the Convention Coordinator in consultation with the Local Arrangements chairperson(s).

(b) The Local Arrangements subcommittee shall make arrangements for registration, meals, meeting rooms, and exhibitions and carry out on-site details in cooperation with the Program subcommittee.

ARTICLE XI
Publications

Section 1. Publications Committee.

(a) The Publications Committee shall make recommendations to the Senate on such matters as media policy and procedures, planning, and development.

(b) The Publications Committee shall consist of six (6) members, including the Chairperson; in addition the Editors of the *Quarterly* and *Contact* shall serve as ex officios without vote. Two (2) members are appointed each year upon recommendation of the Chairperson, and serve for three (3) year terms.

(c) The Chairperson of the Publications Committee shall be appointed by the President, subject to confirmation by the Senate, and shall serve a one (1) year term.

Section 2. Official Journal. The *IACD Quarterly* shall be the official journal of the Association and shall be distributed without additional charge to all members in good standing of the Association. The *Quarterly* shall publish four (4) issues per fiscal year.

(a) The Editor

(1) The chief officer of the *Quarterly* shall be the Editor who shall be appointed by the Senate upon recommendation of the Publications Committee, and shall serve for a three (3) year term.

(2) The Editor, through the Publications Committee and under the direction of the Senate, shall be responsible for editorial policy and content, advertising, circulation, printing, and appropriate editing and timely preparation of each issue of the *Quarterly*.

(b) The Editorial Board

(1) The Editor shall be assisted by the Editorial Board.

(2) The Editorial Board shall consist of at least six (6) persons, with one-third (⅓) of these persons to be appointed each year for a term of three (3) years subject to periodic review. In the event of a vacancy, the Editor shall recommend and the President shall appoint a successor to complete the unexpired term.

Section 3. Official Newsletter.

(a) *Contact* shall be the official newsletter of the Association and shall be distributed without additional charge to all members in good standing of the Association.

(b) *Contact* shall publish as many issues as are deemed necessary but at least one per quarter.

(c) The Editor. The chief officer of the *Contact* shall be the Editor who shall be appointed by the Senate upon recommendation of the Publications Committee, and shall serve for a one (1) year term. The Editor, through the Publications Committee and under the direction of the Senate, shall be responsible for editorial policy and content, advertising, circulation, printing, and appropriate editing and timely preparation of each issue of the *Contact*.

ARTICLE XII

Committees

Section 1. Forming Committees. The President, subject to confirmation by the Senate, shall name such standing and special committees, commissions, and task forces as may be needed to conduct the activities of the Association.

Section 2. Standing Committees. The Standing Committees of the Association shall be: Awards Committee, Budget Committee, Convention Committee, Human Rights Committee, Membership Committee, Nominations and Elections Committee, Professional Development Committee, Public Relations Committee, and Publications Committee.

(a) Appointment of Standing Committees. Unless otherwise specified in the *Bylaws*, Standing Committees shall be composed of at least a chairperson or co-chairpersons appointed by the President and one appointee from each Division. Names of Division appointees to Standing Committees shall be forwarded to the President at least one (1) month prior to the first Senate meeting of the President's governance year. Division appointees shall serve for two (2) year terms. Appointments shall be made on a rotating basis with one-half of the Divisioins making appointments every other year.

(b) Committee Chairpersons. Chairpersons shall be responsible for coordinating assigned tasks, operating within the budget, and submitting required reports of committee activities.

(c) Reports. Each committee shall submit a written report of its activities and status at each Senate meeting.

Section 3. Composition and Function of Standing Committees.

(a) Awards Committee

(1) The Awards Committee shall review for possible continuation any previous awards; solicit and consider new awards; prepare and revise, when appropriate, guidelines for each award; consider the nature of the award; and submit this information to the Senate for its action. In accordance with the guidelines established

for each award, the Awards Committee shall solicit nominees, collate supporting materials concerning nominees, and solicit recipients.

(2) Upon recommendation of the Senate, the Awards Committee shall solicit IACD nominees, collate supporting materials, and solicit IACD recipients for AACD awards.

(b) Budget Committee

(1) The Budget Committee shall be responsible for developing an operating budget for the Association to be presented at the first Senate meeting of the governance year. It shall advise the Senate on such matters as budget planning and development, and financial management. It shall conduct all audits of Association books.

(2) The Budget Committee shall consist of the Treasurer, President, President-Elect, immediate Past President, Administrative Coordinator, and any other individual appointed by the President, subject to ratification by the Senate.

(3) The chairperson of the Budget Committee shall be the Treasurer.

(c) Convention Committee

(1) The Convention Committee shall function in accordance with *Bylaws* Article X.

(d) Ethics Committee

(1) The Ethics Committee shall be responsible for educating the membership concerning the Ethical Standards, monitoring and periodically upgrading the documents and procedures pertinent to Ethical Standards, and receiving and processing complaints of alleged violations of the AACD Ethical Standards.

(e) Futures Committee

(1) The Futures Committee shall be responsible for addressing long-range planning and for developing one-year goals for the Association.

(2) The Futures Committee shall consist of the presidents-elect from each division.

(3) The chairperson of the Futures Committee shall be the President-Elect.

(f) Government Relations Committee

(1) The Government Relations Committee shall be concerned with matters of government activities at all levels.

(2) This committee shall develop programs of information and support for significant legislation at the national, state, and local levels that affect the welfare of the membership and the individuals they serve.

(g) Human Rights Committee

(1) The Human Rights Committee shall coordinate the human rights concerns of the Association and shall direct attention of the Association membership to emerging issues.

(2) The Committee shall deal with special concerns in the area of human rights, develop educational programs to overcome those discriminatory behaviors and activities that infringe upon individual rights, monitor and periodically upgrade Association documents and procedures pertinent to human rights, and develop position papers appropriate to human rights.

(h) Membership Committee

(1) The Membership Committee shall be responsible for the solicitation of new members and renewal of existing members.

(2) The Committee shall advise the Administrative Coordinator about necessary membership forms and work in tangent with the Public Relations Committee to publicize membership drives.

(i) Nominations and Elections Committee

(1) This Committee shall conduct the nominations and elections of the Association, and review and recommend procedures for carrying out the annual election in accordance with the nominations and elections policies as adopted by the Senate.

(2) If requested to do so, this Committee shall conduct elections of Division officers.

(3) The Immediate Past President shall serve as chairperson of this committee.

(4) No member of the Nominations and Elections Committee may serve for two consecutive years nor may any member be a candidate for Association or

Division office while a member of the Nominations and Elections Committee.

(j) Professional Development Committee

(1) This committee shall be responsible for providing professional development activities to Association members.

(2) The Professional Development Committee shall establish and maintain policies and procedures in accord with the National Board for Certified Counselors' policies and guidelines.

(k) Public Relations Committee

(1) The Public Relations Committee shall be responsible for communicating the role and function of professional counselors both within and outside of the Association.

(l) Publications Committee

(1) The Publications Committee shall function in accordance with *Bylaws* Article XI.

ARTICLE XIII

Bylaws

Section 1. Amendment. These *Bylaws* may be amended by a two-thirds (⅔) majority of the Senate.

(a) Proposed amendments may be originated by the Senate, the Executive Body of a State Division, or by an individual member, provided that in the case of an individual member the proposed amendment shall be presented over the signature of at least fifty (50) members in good standing.

(b) All proposed amendments must be submitted in writing to the Senate for action.

(c) Proposed amendments may be introduced at any Senate meeting, but may only be presented for ratification at the next Senate meeting provided that at least thirty (30) days have intervened between meetings.

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with idealist clients while focusing on practical issues and step by step planning with guardian clients. Secondly, counselors can help their clients consider the impact which certain decisions and behavior changes will have on their self-esteem. An example of this second idea would be making sure that an artisan client gives consideration to the possible loss of freedom to act which may be associated with a particular vocational decision.

UNDERSTANDING THE TEMPERAMENTS

The following descriptions of the four temperaments and their respective needs for self-esteem development are based on Keirsey's (1984, 1987) treatment of temperament. It is necessary to have at least a basic understanding of each temperament in order to fully comprehend how the temperaments differ in self-esteem development.

THE GUARDIANS

Guardians tend to be "judging, thorough, routinized, dependable, painstaking, and factual" (Keirsey, 1987, p. 11). They comprise approximately 38% of the total population. The name "guardian" is indicative of their desire to guard and preserve our cultural heritage.

Guardians tend to feel best about themselves when they are providing useful service to the social unit to which they belong. The key elements necessary for the self-esteem of guardians are BELONGING and SERVICE. They feel they must earn their places in the social system through providing useful service and they expect others to do the same. Personal responsibility is a trait which has high value for guardians. They find it difficult to avoid assuming responsibility when they see important things which are not getting done. They work hard and are quite dependable in meeting their responsibilities. They are most comfortable when they have adequately prepared for the task of carrying out their current responsibilities.

As young children guardians are those children who want to know if they are "doing it right." "Am I doing it the way I'm spozed to do it?" In school settings, little guardians are likely to volunteer to help the teacher by dusting the erasers, helping restore chairs and desks to their rightful places and performing

whatever other useful tasks the teacher may indicate. They respond well to directions and are usually well behaved. Guardian children relate well to the teacher and cause little trouble in the classroom or on the playground. Part of this may be due to the fact that the teacher is also likely to be a guardian. Parents, especially guardian parents, may appreciate the fact that their little guardians are more likely to do their chores before playing than are their artisan brothers and sisters.

Guardians hate being left out. They want to know what's going on and feel badly when their friends or family leave them behind. Where other temperaments may be afraid that they are going to miss something exciting, guardians just want to be included. Guardians are the "joiners" of the world. They "must" belong to some group. Guardians work well within the hierarchy of organizations and seek to advance by assuming increasing levels of responsibility.

Of all the temperaments, guardians are the most supportive of the rule of law. Great respect is demonstrated for contractual arrangements and obligations are honored. Guardians are responsive to and are trusting of authority. They appreciate the fact that people occupy differing positions within the social hierarchy and this appreciation often leads them to look at things from a traditional point of view. The result is that guardians tend to resist change more than other temperaments and have a strong need for security, especially economic security. They constitute the stable element of any society. Guardians consistently work hard to preserve and maintain the social structure.

The great strength of the guardian temperament is their sense of duty and responsibility. This propensity to take on obligations is also the quality which causes guardians to become overburdened which is often a primary source of stress. When stressed, guardians tend to complain. They worry a lot and their pessimistic view of the world allows them to become depressed more easily than the other temperaments.

In summary, the most *dependable* road to high levels of self-esteem for those of the guardian temperament lies along the path of providing SERVICE to others or social institutions in a manner which allows them to feel secure in the fact that they BELONG and have earned their place in the social system. Life for guardians is best described as a constant struggle to demonstrate their dependability in performing those duties for which they feel responsible. As Keirsey (1987) states, "The basis of self-esteem

in guardians is their dependability" (p. 57).

As clients, guardians will most likely respond positively to counseling approaches which are practical and oriented toward problem solving. They will benefit from structured homework assignments and other well organized, step by step procedures. Guardian clients often come to counseling seeking help with problems related to the pressure of having too many responsibilities. This pressure may cause them to doubt their own dependability which they consider so important. When this is the case, it may prove beneficial for them to be exposed to practical techniques of time management and systematic methods for establishing priorities. These procedures will allow the guardian to feel good about themselves by reestablishing their sense of responsibility.

THE ARTISANS

Artisans tend to be "perceiving, artistic, athletic, cheerful, mechanical and realistic" (Keirsey, 1987, p. 11). They comprise roughly the same percentage of the total population as the guardians (38%). The name "artisan" is indicative of their fondness for using tools which include not only things like paint brushes, hammers, and basketballs, but also various body parts such as arms, legs and voice.

Artisans tend to feel best about themselves when they can allow their impulses to take full rein while engaging in some activity, especially physical activity. In other words, their self-esteem depends on FREEDOM of ACTION. Action is engaged in for its own sake, not out of a feeling of duty, or a need for power, or in search of identity. The act is the thing. They tend to be impulsive and see no reason to apologize for this fact. The need for freedom of action causes them to become restless when they are constrained. A low stimulus environment which is lacking in variety results in boredom.

As young children artisans are usually very active and this sometimes leads to mistaken diagnoses of hyperactivity or learning disability. They are recognized by their short attention spans for many school oriented tasks, especially reading. Sitting dutifully in their seats while doing a class assignment is extremely difficult for these youngsters. They prefer to be active and are happiest when allowed to move freely around the room while talking to the other children in the class. Parents may find their inclination to

play before doing household chores somewhat exasperating, but will also find them entertaining and fun to be around.

Artisans often respond well in crisis situations. They love challenges. Their ability to be expedient allows them to be excellent troubleshooters and negotiators. Their language is practical and funcional. They may demonstrate great persistence and endurance when caught up in an activity.

Artisans may experience less concern for social commitments than do other temperaments. They are able to cut social ties with relative ease. In spite of this, they usually exhibit a high degree of loyalty to their friends or group. "Life of the party" is likely to be an apt description of many artisans. Even as adults they often put play before work. Physical pleasure, especially that which involves activities of a competitive nature, captures the attention of artisans much more than such cerebral activities as reading.

Being put into situations which limit their freedom to act is particularly stressful for artisans. Their most common response to stress is to retaliate against the source of the stress. They epitomize the concept of, "Don't get angry, get even!" Their view of the world tends to be somewhat cynical and they are distrustful of altruistic declarations on the part of others. They can be very sensitive to the ulterior motives of others.

The most *pleasurable* route to high levels of self-esteem for artisans is one which presents an abundance of opportunity to exercise FREEDOM of ACTION and places a minimum of restrictions on one's ability to be impulsive and spontaneous. Life for artisans is the opportunity to express one's grace and style in a continuous flow of spontaneous actions designed to have maximum impact on others. Keirsey (1987) suggests that "their self-esteem rests squarely and all but exclusively on their behavioral effectiveness and not on dependability or such abstract traits as ingenuity and integrity" (p. 22).

As clients, artisans will respond favorably to brief, pragmatic, action oriented approaches to counseling. They are the least likely of all the temperaments to become involved in counseling on a voluntary basis. When they do seek counseling it is often for problems involving a perceived lack of choice. This lack of choice often causes artisan clients to feel "fenced in" and stifled. Role playing techniques may be useful in working with these clients. Role playing provides the opportunity for active involvement by clients for the purpose of developing new skills and behavioral options. Artisan clients are likely to feel better about themselves as

they enhance their freedom to act through the development of new and additional ways of behaving in various life situations.

THE RATIONALS

Rationals tend to be "thinking, analytic, efficient, curious, inventive, and logical" (Keirsey, 1987, p. 11). They make up approximately 12% of the total population, much less than either the guardians or artisans. The name "rational" is derived from their preference for an impersonal, logical, analytic approach to problem solving.

Rationals tend to feel most satisfied with themselves when they are actively involved in solving problems. Their self-esteem hinges on their perceived ability to demonstrate COMPETENCE and KNOWLEDGE in the problem solving process. They have a strong desire to understand and control their realities. Their self-esteem can be quite fragile as they are often excessively self-critical in their ongoing search for understanding and control. They tend to question commonly accepted authority and will only trust authority when they, themselves, consider that authority competent.

As young children rationals have a passion for learning which is unsurpassed. They are curious to know how things work and are often taking things apart and trying to figure out what causes what. They tend to be eager learners and are constantly striving to learn and be competent. They are often seen as the "little professors" of their classrooms. While they may be excellent students and leaders in the classroom, they may at the same time be experiencing difficulties socially due to their relative lack of sensitivity to the feelings of others. They may get on the nerves of adults by continually asking, "why?" As they get older they may even begin to reject the authority of those they deem to be incompetent, including teachers. Teachers who are guardians, and most elementary teachers are, may have difficulty accepting the frequent questioning of their authority by rational students. Parents of rational children find that they are constantly challenged to provide stimulating environments which will nourish the intellectual curiosity of their offspring who may be the budding scientists of tomorrow.

Where artisans use recreation and games for pure enjoyment, rationals seek to improve their skills. Play can be very serious for rationals. They probably gain greater personal satisfaction from

creating scientific models or making new technological discoveries. The search for understanding often serves as both work and play for people of this temperament. They demonstrate great respect for those who display self-control and intelligence. Their passion for learning is unsurpassed. Change is accepted without distress as long as it makes sense.

Redundancy is distasteful to rationals. They speak with a minimum of repetition and are reluctant to state that which appears obvious. The expectation is that others will grasp meanings and details as readily as they do. The emphasis which is placed on logical analysis can cause the rational to be quite unaware of the emotional responses of others.

The most *efficient* road to high levels of self-esteem for rationals is one which allows for the acquisition and utiltization of COMPETENCE and KNOWLEDGE through the problem solving process. Life for rationals is best described as a continual search for challenging problems to solve which will provide the opportunity for the demonstration of their analytical prowess. Keirsey (1987) puts it thusly, "their self-esteem is based on their feeling of intelligence such that its diminution is a source of embarrassment and chagrin for them" (p. 80).

As clients, rationals will probably respond most favorably to procedures and methods which are based on a logical and comprehensive system of behavior change. Once they understand the system, they are likely to be highly motivated to work independently at bringing about the desired changes. Rational clients are excellent candidates for learning the necessary skills to solve their own problems in the future. When rationals seek counseling it is often for problems of perceived inadequacy. A system such as RET may provide a useful format for allowing rational clients to reorganize their evaluative thoughts concerning what constitutes competence and just how necessary it is to be thoroughly competent anyway. The intellectual process of RET will be both personally appealling to rational clients and helpful in allowing them to feel better about themselves and their current levels of competence.

THE IDEALISTS

Idealists tend to be "feeling, enthusiastic, subjective, sympathetic, linguistic and imaginative" (Keirsey, 1987, p. 11). They appear in the general population in about the same numbers

as the rationals (12%). The name "idealist" refers to the romantic view of life which is the hallmark of these people.

Idealists tend to be most satisfied with themselves when they are living in an authentic manner which is the core of personal integrity. Thus, their self-esteem is centered around AUTHENTICITY and INTEGRITY. Their basic mission in life is found in their continual search for personal identity. This mission is closely tied in with the quest for "deep, meaningful" interpersonal relationships. In contrast to rationals who focus on the possibilities in things and ideas, idealists seem to have a propensity for sensing potentials and possibilities in people. They generally seek rapport with others and tend to be sensitive to unspoken feelings and reactions. Conflicts in relationships are to be avoided whenever possible. As the most romantic of the temperaments, they may be justifiably accused of looking at the world through "rose colored glasses."

As young children idealists may be difficult to identify since their desire to please others allows them to blend in with children of the other temperaments. They usually respond well in the classroom especially when the structure provides for cooperative effort as opposed to competitive activities. They are likely to respond favorably to the use of metaphor as a learning tool. They often prove to be exceptionally sensitive to personal rejection and the fairness with which people are treated. Idealist children can suffer great hurt when rejected by significant others. Teachers can suffer loss of respect if they are perceived to be treating students unfairly.

Meaning and significance are important requirements in life, work and relationships. The search for depth and meaning in relationships can be so intense that it confuses and "puts off" other persons who happen to be involved with the idealist. Deep, meaningful relationships are almost at the top of the value list for idealists. The one thing which may be of more importance to the idealist is personal integrity. The quest for personal genuiness and authenticity is a lifelong struggle. Their refusal to compromise their personal integrity often appears to be impractical and even stupid to those of other temperaments who are more pragmatically oriented.

The romanticism of idealists often contributes to conditions which they find particularly stressful. They experience stress most when they feel betrayed or ignored. These things are just not supposed to happen in the world view of most idealists. They are

likely to respond to these affronts by withdrawing and acting confused.

The most *personally satisfying* road to high levels of self-esteem for idealists will be through a landscape of frequent opportunities for the development OF AUTHENTICITY through self-awareness and the achievement of personal fulfillment in ways which demonstrate personal INTEGRITY. Life for any idealist may be spent in a continual search for the answer to the question, "Who am I?" Keirsey (1987) emphasizes the supreme importance of personal integrity for idealists in the following manner, "Their integrity is last to go should life demand of them that they yield up their values" (p. 103).

As clients, idealists will respond favorably to methods and procedures which allow them to explore fully the personal meaning which experiences hold for them. A trusting relationship is of paramount importance to the idealist. Idealists are likely to seek counseling for help with problems involving interpersonal relationships or personal identity. In either case, approaches such as person-centered counseling which allow clients to explore their feelings and attitudes in a caring, nonjudgmental atmosphere may prove effective. Of all the temperaments, it is most important for idealists to be accepted as the unique beings they see themselves as being. When this happens in counseling, they are provided with the opportunity to achieve those feelings of authenticity and integrity necessary for feeling good about themselves.

SUMMARY

Temperament theory has excellent potential as a model for counselors to use in working with clients in a manner which will protect and nourish high levels of self-esteem. People are different and deserve to be treated differently in accordance with their basic personality structure. This contitutes the guiding principle for effectively working with clients on matters of self-esteem.

The acknowledgment and utilization of human differences as implied in temperament theory will help counselors tailor their procedures and techniques to the individual needs of each client with whom they work. Guardians need to be treated differently than artisans, rationals, and idealists. This differential treament will enhance the self-esteem of clients along with raising the overall effectiveness of our counseling interventions. Efforts to understand and apply the theory will be amply rewarded through

observing clients who feel good about themselves as they take responsibility for their lives.

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Designing a Physical Counseling Environment

Lori A. Russell
and
Theodore J. Chapin

The authors present a multidisciplinary review of factors which influence designing the physical counseling environment. Both structural and versatile elements impacting therapeutic interaction are described. In conclusion, conscious attention and manipulation of environmental factors to facilitate therapeutic goals are suggested.

Designing the physical counseling environment has been an overlooked area of empirical investigation. Research has focused on the general impact which environment has on human behavior (Proshansky, Ittleson, and Rivlin, 1970), but little study has been made of the physical counseling environment.

A review of the literature in environmental psychology, education, sociology, and counseling found minimal direct application to designing the physical counseling environment. Textbooks in the fields of counseling and psychotherapy (Shertzer and Stone, 1980; Shaw, 1981; Ivey, Bradford-Ivey & Simek-Downing, 1987; Ivey, 1983; Pietrofesa, Hoffman, and Splete, 1984; and Carkhuff, 1986), although stressing the importance of environmental variables on the counseling process, offered no direction or empirical evidence for counseling environmental design.

Wineman (1982) concluded that state-of-the-art research in office design has demonstrated the significant impact of the physical environment on worker satisfaction and job performance. However, this technology has not been systematically applied to the counseling environment. The planning and designing of any

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environment poses numerous problems (Levy-Leboyer, 1982). He listed these problems as: (a) informing planners of the real needs of the users, (b) accounting for the wide range of individual tastes and preferences, and (c) predicting the impact environmental changes will have on human behavior.

Environmental competence (Steele, 1973) or the ability to clarify the optimum environmental factors which facilitate the counseling process is the challenge faced by the counseling practitioner. The responsibility as the managers of the physical counseling environment is to access sources of disruption and to design the environment to maximize its intended purpose. The difficulty in researching and applying environmental knowledge to the counseling setting involves several factors. The multidimensional characteristics of the counseling process and the inability of counselors to adequately define their therapeutic goals in relationship to the environment hinder the application (Canter & Canter, 1979).

The purpose of this article is to provide counselors with a better understanding of the environment factors which may impact their working environment. A review of the existing theory, research evidence, and application of that research to the therapeutic environment may aid counselors in more effectively utilizing the counseling environment as another means of assisting clients in reaching their goals. More specifically, this article will outline the structural and versatile considerations in designing a physical counseling environment.

METHOD

Definitions of Structural and Versatile Element

The structural elements of the physical counseling environment include those aspects which counselors have little immediate ability to alter. These elements are usually predetermined and stable aspects of the environment. They include the location of the counseling center, privacy, room size, color, and floor coverings. These are considered structural because they require a significant expense and advance planning to alter. They are most often only considered during initial environmental design or renovation.

The versatile elements of the counseling environment consist of those elements which the counselor can readily manipulate and

easily control. These elements are often influenced by the counselor's personal preference without thought to their possible influence on the counseling process. These include furniture, lighting, music, props, and aesthetic impression. Based on these definitions and concepts, a review of literature was conducted.

Procedure of the Search

Acquiring the information about the structural and versatile elements in the physical counseling environment was obtained from several general disciplines: (a) counseling, (b) education, (c) psychology, and (d) sociology. From personal searches of *Psychological Abstracts*, selected books, and two on-line data based searches of ERIC and Psych Info, journals and books spanning the last three decades were reviewed. The following review and suggestions may assist the counselor in designing a physical counseling environment. Structural elements, aspects which the counselor has little immediate ability to alter such as location, privacy, room size, color and floors, will be reviewed first. Versatile elements, aspects which the counselor can easily control such as furniture, lighting, music, props, and aestetic impression, will follow.

STRUCTURAL ELEMENTS

Location

Schoenberg (1978) wrote of the importance of counseling center location. His opinion was that the location is best situated in an easily accessible area and that particular attention must be given to its entrance. Schoenberg suggested that counseling offices be located near the heart of the community and yet sheltered from the free flow of traffic. Therefore, an accessible entrance away from major traffic would be helpful. An example of such a location would be one floor of a multi-use building.

Privacy

Shertzer and Stone (1980) stated that privacy was the most important prerequisite of the physical setting. They stressed the value of both auditory and visual privacy.

In a study which investigated the effects of noise on frustration and performance, Glass, Singer, and Freedman (1969) found that

noise increased frustration and decreased performance. Later research (Glass, Rein & Singer, 1977) found that perceived control over noise, the ability to close a door, decreased its negative effects. In a study which investigated the effects of reduced visual privacy on client self-disclosure, Holohan and Slaikeu (1977) found that reduced visual privacy decreased client self-disclosure. In a counseling lab experiment simulating an invasion of privacy by a third party, Holohan and Slaikeu (1977) found that a third party decreased client self-disclosure. Spatial dividers were introduced, and clients perceived level of privacy increased but level of self-disclosure remained lower.

These investigations demonstrate that not only is it an ethical requirement to provide visual and auditory privacy, but that these factors influence client behaviors. In addition, they provide a simple example of how easily environmental conditions can be altered to facilitate positive counseling behavior.

Room Size

Haase and Di Mattia (1970) studied the effects of room size on verbal conditioning of self-referent statements in the counseling setting. They found that a small room (7.67 meters) inhibited the verbal conditioning process while a larger room (13.39 meters) did not. These results were consistent with previous research by Mehradian (1972). Mehradian concluded that the smaller room created a crowded perception that increased arousal to a level interfering with the counseling process.

Schoenberg (1978) suggested that the optimal room size be based on a specific formula accounting for the type and amount of furniture present. He recommended that a basic office should be about 43.5 square feet. However, in a study which investigated the relationship of room size, personality, present mood, and demographic variables to room evaluation, Espe and Schultz (1983) found that only subjects' mood correlated highly with room evaluation.

Color

Although no primary research exists on the influence of color, color plays an important role in the aesthetic and affective milieu of room. Whiton (1963) wrote of the unique qualities of the basic colors. He considered orange and its adjacent colors as warm, blue and green as cool, and red as exciting. In addition, Whiton

specified the effects of tonal value on behavior. Dark tonal values (i.e., reds and oranges) encouraged near or approaching behavior while light values (i.e., greens and blues) encouraged distant or receding behaviors.

Buckland (1985) acknowledged colors' traditional associations but further specified their affective nature. He speculated that red was associated with strength, danger, and vigor; orange with encouragement, adaptability, and kindness; yellow with persuasion, joy, and comfort; green with energy, charity, and growth; bllue with tranquility, understanding, and patience; indigo with changeability, impulsiveness, and depression; and violet to tension, power, and sentimentality. Buckland also noted that white ceilings intensify a color's effect while increasing the efficiency of indirect lighting.

Despite the absence of research specifically on this topic, a reasonable assumption is that counseling environments could be designed to encourage warmth and facilitate approach behavior by utilizing colors with dark tonal values (i.e., orange, tan, or beige) and avoiding colors with light tonal values (i.e., blue, pink, or yellow). An important note is that color alone does not cause a specific affective response, but color can encourage and modify affect.

Floor

The choice of floor covering appears to involve consideration of several factors, although no actual research on the topic has been conducted. These factors include sound, color, and room size. Schoenberg (1978) described carpeting's quieting and warming effect. He cautioned that these effects could be easily lost with carpets which have intricate patterns or disruptive colors.

Other floor coverings such as tile and wood may provide durability and ease of maintenance, but they also increase noise and introduce a sharp coolness to the environment (Schoenberg, 1978). The negative impact of these types of floor coverings could be decreased with the use of a plainly styled and appropriately colored area rug.

VERSATILE ELEMENTS

Furniture

A counseling office is usually equipped with a desk, desk chair, sitting chairs, bookcase, small tables, and lamps. Schoenberg

(1978) recommended that office furniture fit the intended purpose of the room and the work patterns of its occupants. In counseling, the purpose of the room is therapy and the work patterns involve accurate communication. Two important considerations with furniture are choice and arrangement in the office.

Carkhuff (1969) concluded that a swivel chair provided an authority status because of the freedom of movement it offered, while the stationary chair provided a subordinate status due to its restricted movement. Carkhuff suggested that when counselors occupy a swivel chair and clients occupy a stationary one, this difference could inhibit the client's trust and, therefore, therapeutic process.

The literature on personal space also seems to hold implications for furniture arrangement. Hall (1963) found that momentary intimate contact occurred in a distance of 0 to 1.5 feet while most common personal interaction occurred from 1.5 to 4 feet. Because counseling involved both intimate and common personal interaction, it is reasonable to conclude furniture choice, and arrangement should allow for flexibility of movement from 0 to 4 feet.

Haase and Di Mattia (1970) found that clients preferred to sit across the corner of the desk from the counselor rather than in front of it. Haase (1970) also found that clients preferred a distance of 30 to 39 inches from the counselor in face to face (i.e., no desk) interactions. Other research has found that clients attribute greater credibility to counselors in face to face interactions (Widgeny & Stackpole, 1972).

In a more recent study, Scott (1984) found that distance between conversants was influenced by topic of conversation and intimacy of the relationship. As intimacy increased, the between-conversants distance decreased. He further found that as the distance between conversants was increased, discomfort with the interaction also increased.

Counselors utilize a variety of interpersonal styles. Some rely on the authority of their position to help persons change. Others develop intimate relationships to promote a trusting and supportive environment for self-exploration and growth. Regardless of a particular counselor's style, it is important that he or she be able to deliberately use furniture in the service of that style.

Lighting

Lighting can affect both verbal behavior and eye contact. Carr and Dobbs (1974) found that, compared to bright lighting, dim lighting decreased eye contact and increased latency to talk. At first consideration, these results seem to imply that brightly lit rooms may facilitate dialogue while dimly lit rooms may inhibit it. However, the subjects in this study also rated the dimly lit room as significantly more intimate than the bright room. The authors speculated that less eye contact and latency to talk may represent introspective thought rather than inhibited dialogue.

Saffle (1984) investigated the effects of lighting and decor in the counseling room environment plus counselor experience level on client self-disclosure. Twenty counselor/client dyads served as subjects with taped interviews conducted in a "pleasant" room and in an "unpleasant room." Trained judges rated tapes for degree of client self-disclosure, plus self-questionnaires were completed after each session. Saffle found that neither room environment nor counselor experience significantly affected client self-disclosure.

Lecomte, Bernstein, and Dumont (1981) studied the effects of interpersonal distance between client and counselor, the intensity of lighting in the counseling setting, and time unit in each session. The results of this highly controlled research suggest that counselors communicated more concretely at an intermediate distance (i.e., 50 inches). These results support previous findings from Lassen (1973) and Stone and Morden (1976). Lecomte et al. (1981) results offer limited support to the idea that lighting influences counseling interaction.

However, a counselor's office has many uses. The main purpose may be therapy, but the office is also often used for other tasks such as reading, writing, case management, and planning which all require bright lighting. Environmental flexibility through direct and indirect lighting would provide the bright light for usual office work and possibly dim light for therapy.

Music

The use of music in counseling was investigated by Mezzano and Prueter (1974). They studied the effects of background music on affective interaction. When compared to no music and stimulating music, soothing background music was found to significantly increase affective interaction.

Other research has since reported the facilitative effects of music in counseling (Stoudenmine, 1975; Blanchard, 1979; Lowenstein, 1986; Russell, 1987). These researchers have found that soothing background music can lead to deep states of relaxation and focused attention. Lowenstein (1986) observed that specially encoded harmonics can synchronize cerebral hemisphere activity and lead to significantly enhanced relaxation states.

Props

The use of props such as puzzles, plants, wall hangings, and sculptures are common in the counseling environment. Schoenberg (1978) suggested that props personalize the environment and communicate the counselor's individuality.

The effect of props on social interaction was studied by Mehradian and Diamond (1971). Two types of props were differentiated: those which involved interaction such as puzzles and those which involved appreciation such as wall hangings. Interactional props resulted in reduced affiliative behavior while appreciative props increased affiliative interactions.

Hill (1983) investigated the effect of office decorations and touch on 80 clients' intake interviews with two therapists. The four conditions researched in this experimental design were (a) bare walls in an office, (b) wall hangings of Norman Rockwell, modern posters with positive statements, and children's drawings, (c) touch via a handshake upon entering and leaving the office together with an encouraging touch to the small of the back, and (d) a combination of the wall hanging condition and touch condition. Hill stated that the combination of casual art forms and touch did not necessarily enhance each other. This combination may interact with other undetermined variables to undermine the therapists' effectiveness.

In a study by Siegel & Sell, 1978, awards and diplomas hung in a counselor's office were found to positively influence clients' perception of the counselor. Generalizing to the context of counseling, interactional props may inhibit a client's sense of belonging and joining the therapeutic alliance. To stimulate affiliative behavior, the counselor may want to utilize appreciative props such as paintings, posters, diplomas, and other pieces of appreciative art.

Aesthetic Impression

Structural and versatile elements of the physical counseling

environment are concrete factors which influence the counseling process. As an abstract element, aesthetic impression brings with it the debate of "good taste" versus "poor taste."

Dorfles (1968) suggested that there can be no such thing as "good taste" or "proper aesthetics" because values of what is pleasing vary widely from person to person. This position, although sensible, does not respect the research on the effects of setting on behavior and perceptions attributed to the setting's occupant (Maslow & Mintz, 1956; Rosenthal, 1966; and Canter, West, & Wools, 1974).

One study by Bloom, Weigel, and Trautt (1977) compared a traditional office decor to a humanistic office decor. The traditional office was designed with a desk between the client and therapist and had the therapist's diplomas prominently displayed on the wall. The humanistic office was arranged so that the desk was located in the back of the room, and the client and the therapist sat face to face in identical chairs. In place of the diplomas were hung posters. The researchers (Bloom et al.), also manipulating sex of therapist and office decor, found that female therapists were rated as more credible in the traditional ofice while male therapists were rated as more credible in the humanistic office. The authors suggested that office decor influenced credibility by triggering a noncongruent response to traditional, stereotyped expectations. That is, female therapists expected to be sensitive, warm, and caring, were perceived more credible in the traditional office which reflected a well trained, scientific, and authoritative environment. Conversely, male therapists expected to be well trained, scientific, and authoritative were perceived more credible in the humanistic office which reflected a warm, sensitive, and caring environment.

DISCUSSION

The physical counseling environment has experienced minimal empirical scrutiny. Research from the fields of environmental psychology, education, and counseling and sociology yielded little direct application to the multidimensional dynamics of the counseling environment. This paper has explored that research and theory spanning three decades and several behavioral science disciplines.

Better understanding of the physical factors influencing the counseling environment can only enhance the client/counselor

interaction. However, to assume that all counselors and all clients perceive the counseling interview and environment the same would be naive. Heppner and Dixon (1981) have reviewed extensively other interpersonal influence variables affecting counselors' ability to influence a client such as counselor expertness, attractiveness and trustworthiness and clients' characteristics such as locus of control, authoritarianism and cultural mores. These variables do influence the counseling process, therefore couselors need to have a global understanding of as many variables as possible which influence attitudes and change.

The environment is more than a peripheral consideration in human behavior. Seaman (1984) described the environment as an emotional experience of space. By understanding and manipulating the physical counseling environment to facilitate the therapeutic process, we can provide our clients "...a house that smiles, props that invite, and space that allows!" (Redl and Wineman, 1957, p. 284).

A conclusion from this review is that the little we understand about designing the physical environment has not been well utilized or implemented by counselors. From this review, several ideas can be stipulated and possibly implemented.

Counseling offices can be effectively located near the heart of a community, yet provide the client the confidentiality and discretion desired. Physical, visual, and auditory privacy are vital for open and effective communication. By acknowledging research, room size must not only accommodate the necessary office furniture, but must also be arranged in a manner to facilitate therapeutic dialogue. Colors may affect behavior therefore prescribing the use of dark tonal values to encourage near or approaching behaviors could be appropriate. Floor coverings can either distract attention and disrupt human interaction, or they can facilitate it. Research has demonstrated that furniture choice, placement, and flexibility can communicate authority and impact personal comfort in dyadic interactions. Research has also demonstrated that dim lighting may encourage introspective thought and increase perception of intimacy. Soothing background music may stimulate affective interaction and increase the relaxation response. Appreciative props lead to an increased sense of affiliation and counselors' expertness.

Counselors either accept the circumstance of their counseling environment, or impose upon it their own aesthetic impression

Inadvertently and unintentionally they may have manipulated the therapeutic environment without attention to their therapeutic goals. Counselors need to become more aware of the physical environmental factors influencing the counseling process and strive to manipulate those structural and versatile elements which can be controlled. Additional research needs to be conducted in actual counseling situations to test the generalizability of these suggestions.

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1. Send original and three copies of all material.
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   BOOK REVIEWS: Reviews of books should not exceed 700 words.
2. Contributions are to be well-organized and concise so that the development of ideas is logical. Avoid dull, stereotyped writing and aim to communicate ideas interestingly and clearly to the IACD membership.
3. Avoid footnotes wherever possible.
4. Article titles are not to exceed 50 letters and spaces.
5. Author's names with position, title, and place of employment are to appear only on a cover page.
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7. All aspects of manuscript preparation (references, tables, margins, abstract, etc.) are to follow the style described in the *Publication Manual of the American Psychological Association* (3rd ed.). The manual may be purchased from APA (1200 17th Street, Washington, DC 20036).
8. NEVER submit material that is under consideration by another periodical.
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Illinois Association for Counseling and Development

Special Issue: Counselor Development and Aging
Guest Editor: William E. Gorman

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12?

Professional Development and Aging: The Perceptions of Mature Counselors

William E. Gorman

Society has recently witnessed a burgeoning awareness of and interest in what has rather euphemistically been referred to as the "Graying of America." As Vacc (1987) reports over 50% of the United States population will be 50 years of age or older by the year 2000.

The counseling profession, alert to the potential ramifications of that circumstance, organized in 1986, a new Division of the American Association for Counseling and Development. This new AACD affiliate, the Association for Adult Development and Aging emphasizes the role of counseling across the adult life span. The Illinois Association for Adult Development and Aging, an AADA affiliate, was organized in 1987. These organizations provide support and substance to those who are engaged in counseling aging persons. The author attempted to provide a sense of the role of counseling in adult development and aging in an earlier IACD Journal article (1988).

William E. Gorman Ed.D. is a Professor at DePaul University.

With the foregoing as background, Dr. Michael Illovsky of Western Illinois University, and IACD Journal Editor, theorized that counselors would be interested in the life span development of individuals who are senior in our profession. Dr. Illovsky enlisted the author and charged him with the task of requesting selected senior Illinois counselors to draw upon their vast experiences and to describe their individual professional developmental process. This Special Edition of the IACD Journal represents the culmination of that editorial effort.

The authors whose invited contributions appear in this volume are a prestigious and fairly representative cross section of the many outstanding individuals who have led our Illinois professional guidance and personnel movement over time.

Our authors include six IACD/IGPA past presidents: John Storey, 1966-67; Raymond Hylander, 1967-68; Donald Moler, 1968-69; Merlin Schultz, 1970-71; David Livers, 1975-76; and Lenora Hylander, 1977-78.

Five of our authors have been recipients of the C.A. Michelman Award for their outstanding professional accomplishments and contributions: Donald Moler, 1974; John Storey, 1977; Merlin Schultz, 1978; Lenora Hylander, 1980; and Raymond Hylander, 1983.

A recent issue of the Journal of Counseling and Development of AACD (1988) also addresses itself to Critical Incidents in Counselor Development, and is a very rewarding and thoughtful document.

Contributors to our Special IACD Journal issue were asked to describe their own personal and professional development, through the utilization of events both external and internal to academe. For this pupose we suggested the consideration of the following age junctions: Age 25-35, initial role; Age 35-55, middle years and Age 55-over, later years.

Contributors were further requested to utilize the following guidelines:

What was your professional/personal role/function at each of the suggested age junctions?

What events (or non-events) helped/caused you to develop?

Who influenced you in your development?

Friend	Teacher
Family	Student
Theorist	

Appropriately, each of our contirubutors then individualized these general "guidelines" to their own specifications.

We shall not attempt here to rush to compare our authors experiences one with the other. We shall attempt neither to make generalizations nor to draw inferences as to 'trends' that appear to occur as counselors themselves age and continue to develop. Nevertheless, we trust the reader will allow us a few editorial observations stemming from the articles which appear in this volume.

We note that there is a thread herein of general appreciation for those persons programs and events of youth which were to become cornerstones of adulthood. A debate coach, a teacher, a counselor: all are remembered with respect and appreciation by one or another author.

The reader will note also, the theme of family significance which wends its way through the various articles in this edition.

The term 'mentor' and 'friend' as well as 'role model' are common to our author's memory of experience.

While our contributors seem to have been influenced by an array of counseling theorists, the one name most often mentioned appears to be that of Carl Rogers.

Upon reading these articles one will come away with a realization that one of the most significant developmental factors for each contributor has been a close involvement with, and leadership in, the profession itself. What is evident is that there are reciprocal benefits to the individual for having had close, leadership ties to ACPA/APGA and to the profession because that same leadership was provided.

How do counselors change? How do they develop over time? The experiences of our contributors seem to infer that part of the developmental process occurs through emerging counseling theories. Part of it seems to have occured through the maturation of life views. Our authors report on having moved out of counseling into administration, into union leadership, into retirement. Nevertheless, they all appear to have developed, over time, an expanded appreciation of the dignity of man and of the value of counseling in helping individuals toward self fulfillment.

On a personal note, the author wishes to express his fondest appreciation to the professional colleagues who have given of their valuable time to provide the thoughtful documents contained herein. I owe and offer my sincere thanks and gratitude to Jo Ann Hummers, Lenora Hylander, Raymond Hylander, David Livers,

Donald Moler, Merlin Schultz, Norman Severinsen and John Storey.

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My Years as a Professional Counselor

Donald L. Moler

"...I can only believe that I have been one of the lucky ones, blessed with exciting times, great teachers and professional associates, and the opportunity to enjoy my work to the fullest."

—Donald L. Moler

In the fall of 1947, I was made a counselor by edict. The principal of the high school in which I was then teaching decided his school should have a guidance program. It was created in one staff meeting. Various teachers were appointed to be counselors, part-time counselors or advisors. Interestingly enough, the person considered to be the least effective teacher on the staff was given released time and the largest number of counseling duties. No teacher had any experience with counseling or guidance and few of us even knew what the principal thought he was doing. Needless to say, very little counseling was accomplished that year. For me it was academic as I left the school the next year to return to graduate work at the University of Kansas. The guidance idea had intrigued me, however, and my major at the University became educational psychology and guidance with a minor in psychology. Strangely enough, in my three years at Kansas I worked very little in guidance because as my teaching duty I was assigned to the University Reading Clinic.

I had thought little about this assignment to detail particular influences in my professional life before I realized that it was not possible to do much revealing of any kind of direction without being involved with persons and personalities. My instructors at Kansas gave me direction that I still maintain to a large degree. Without their individual guidance and attention I feel certain that I might never have found the satisfaction that I have in my work.

Donald L. Moler Ph.D. is Professor Emeritus at Eastern Illinois University. He became a counselor "by edict" of his high school principal. Later in his career, he became the advisor of the first student to major in the Counseling Masters Degree sequence at Eastern Illinois University. His long standing professional leadership is of national significance.

We were taught that we must know as much about the client as possible or we could not help him. This of course meant that we had extensive questionnaires, all kinds of tests and test results, test profiles and almost endless periods of testing, it seemed, in order to accomplish all of the things we wanted to do for the client.

I was fortunate to be taught by people such as Gordon Collister, Bill Cottle, A. H. Turney, and Jackson Powell. All these men had illustrious careers in their own right and made, I believe, large contributions to the field. I was again fortunate in having as tutors Roger Barker and Herbert Wright, two psychologists of some import whose opinions I valued greatly and who gave me exposure to the work of Kurt Lewin. My first grounding in Freud came from Fritz Heider, who was a translator of Freud's works and the most knowledgeable Freudian I have ever encountered. After practical and satisfying practicum experience, I had the feeling that I could conquer the world as far as guidance and counseling were concerned.

Alas, it was not to be, as in 1951, new Ph.D. in hand, I found my first job in the area of reading instruction at Eastern Illinois University. As Director of the College Reading Clinic, a position I held for many years, I realized that I was using many of the counseling techniques I knew but was not really involved in counseling in a complete sense. After a few years, however, Eastern Illinois was allowed to offer a masters degree and I was fortunate to be the advisor of the first student who majored in guidance. By any of today's standards the major was rather puny as we had not established a strict curriculum and the number of hours required in guidance were absolutely minimal. I would have been more accurate to say the student had a masters degree in education, perhaps in some undefined field. But it was a beginning and I felt we had great possibilities. In 1962 I was given a green light to prepare a complete program for students who wished to major in guidance. I was assisted in this endless task by one Dr. Carl Green who was also involved in guidance activities by means of his basic preparation. His help was invaluable in making the dream that we had of a guidance program at Eastern Illinois come true.

In retrospect I see that I was more than a little influenced by professional organization activities at that time. I had become a member of the Illinois Guidance and Personnel Association in 1953 and the American Personnel and Guidance Association in 1956. Both these organizations gave me background and

acquaintances with people in the field. Early on I became acquainted with some of the important professionals in Illinois. These included Leo Bent of Bradley, Wendell Dysinger of McMurray, C. A. Michelman of the State Office, Ernest Hanson of N.I.U., Marshal Hiskey of S.I.U. and many others. I regularly attended meetings of the state and national organizations. On a state-wide basis there were not many, but we did have an annual meeting, and I had access to the meetings of the executive board of IGPA. Career-wise, some of the most rewarding meetings I attended were those of the mid-west ACES group. I found the meetings to be exciting and occasionally attended by some of the biggest names in the counseling field because at that time the Middle West included such people as Edward C. Roeber of Michigan, C. Gilber Wrenn and Willis Dugan of Minnesota, Kenneth Hoyt of Iowa, Merle Ohlsen and Fred Proff of Illinois, John W. M. Rothney and Gail Farwell of Wisconsin, Herman Peters and Tony Riccio of Ohio State, Robert Callis of Missouri, Gordon Collister of Kansas, Joe Hollis of Ball State and many others whose names I do not readily recall.

All this activity in guidance in the early 60's came about as a result of a tiny satellite called Sputnik that I watched in 1957. I remember standing in my back yard with my neighbor trying to imagine what in the world that little thing would do. I found out very shortly, because as a result of its presence our Congress passed the National Defense Education Act in order to, as they put it, catch up with the Russians. Interestingly enough, one of the things they deemed necessary to catch up was to have guidance in the schools. I can think of no single thing in the history of the guidance movement that has been more crucial in its rapid expansion. It was almost alone directly responsible for the expansion of guidance programs through the grants made for NDEA workshops and institutes and also in the grants which provided funds for various guidance activities in all the states. I remember some of the meetings called by the Illinois Superintendent of Schools in order to find means of spending wisely the grant money which had been received. One of the interesting, hilarious, and sad experiences that I recall was that the first time the money was received it was on short notice and had to be expended by a certain time, I believe June 30. This, of course, we found out about some time in February. It was unlikely that we could spend all the money in any logical way until some one had the bright idea that we should use tests and testing, which

then was the vogue, to help all those people in the schools to better understand their students, and of course to use the grant money. Those of us in the universities because we were "in the know" were to be assistants in this process. In due time and before the 30th of June, many thousand dollars worth of tests had been distributed to schools all over the state. I recall my complete dismay when I visited one school to try to help the people there use the tests and find out what they could do with the results. When I talked to the principal who was in charge he said, "Oh that must be what was in that box!" Apparently the box had never been opened. After searching we found it sitting on the floor in a closet. I could not imagine how many thousand dollars worth of tests were wasted in this way. Early in the program I learned that many of the tests were badly administered, poorly interpreted, and generally misused. While all this was regrettable, I considered it as one of the things that had to be considered an artifact of the kind of program that it represented. In spite of the obvious waste, there is no doubt the NDEA program was a great success. It attracted many people into the field, most of them of high quality, because they needed to have good credentials in order to get the attention of those who were conducting the workshops and institutes. Unfortunately it also attracted a group of what I choose to call professional institute attenders, some persons who had been to three or four or five because they had such outstanding credentials and could find a way to go. In addition, of course, they were paid to do this which meant that it was quite a valuable experience both to them and the sponsoring institution. As always, politics reared its ugly head and there was strong suspicion among some of us that those who had the polical clout received the money for the institutes. Some universities received millions, others were shut out almost entirely. In spite of all the problems, there is no question that NDEA had a long-lasting and important influence on the area of guidance. For one thing it attracted much attention and many students chose the field who have never considered applying to institutes. They simply entered with the idea that they would be part of this new movement which seemed to be so fascinating.

What were the important things that influenced my career at this time? In my thinking on this topic of career influences, I kept asking myself—Surely there was some one publication, author, or book that made a tremendous impact upon you.—Actually, I can name no particular reading that fits that qualification. What

I believe happened was that when the explosion in guidance occurred, I was influenced by many people and their work—more in a cumulative sense than a specific one. If pressed for one publication that did have much impact, I would probably name C. Gilbert Wrenn's, *The Counselor in a Changing World*. It sparked much activity in the field. Of course the works of Freud, Williamson, Rogers et.al. probably were the basis for much of the professional writing and thought of the times—my own included. It seemed to me that the 1960 White House Conference on children and youth may have had some impact upon the fledgling guidance movement of that time. Aside from the guidance institute materials, the proposals which we wrote, the ideas we came up with for things that we would like to do (which might never have come to pass had we not been scrambling for the money that the NDEA represented), I found the personal relationships the NDEA funds made possible were most profitable. Probably the relationships I treasured most were those of the group assembled to write the first Illinois "Golden Book," which was to set the standards for Illinois school counselor training for years. Almost all counselor education units in Illinois were represented as well as the Office of Public Instruction. The members of this group became virtually a "who's who" for guidance in Illinois. The sixteen persons listed in the 1961 edition of "The Golden Book" included seven IGPA Presidents, and six Michelman Award winners. In the group were C. A. Michelman, Leo Bent and Wendell Dysinger—all IGPA Presidents, and the persons for whom the Illinois Association for Counseling and Development's most prestigious awards are named. The head-to-head conflicts over courses and curricula, as well as the happy agreements when decisions were finally reached, truly influenced my thinking and gave me a good feeling about the future of the movement. The meetings were learning experiences without parallel. Through these meetings I was exposed to the people who were in charge of programs throughout the state as we tried to pound out a valid program for the State of Illinois. It must be remembered that prior to this time in Illinois almost anyone with a teaching certificate could be assigned as a counselor.

The first Illinois "Golden Book" contained the requirements for counselor reimbursement under Title V of the NDEA Act of 1958. Interestingly, we did not have the power to require a full masters degree in the area because Illinois simply was not ready to make this a requirement for those going into Guidance. We did,

however, secure minimum hours as a requirement even though they were far short of the required degree. One of the things that came out of these meetings was the realization for all of us that we had to offer some kind of reasonable practicum experience or the students could not possibly be qualified to do even the minimum kind of counseling we hoped for. If other universities behaved as we did at Eastern Illinois I believe that most of those students who were turned out after this initial stage probably had reasonably good training. While we could not require students to take all the courses we wished, we did as a rule encourage them to take added courses in the field which would be applicable toward the eventual masters degree we hoped would be the basic requirement in Illinois. Most, but not all, of our graduates did have the added courses.

As with all good things, however, the impetus of the NDEA eventually grounded down and became less and less a factor. Some of the things that influenced the changes in Illinois were a change of the political leadership in the state office of education. It must be remembered that the NDEA was always a political thing. As leadership in the state office changed the desire to use the funds in certain ways also changed and one day I found that the state department which I had known perfectly well from end to end was no longer even accessible to me because all the people had changed, the emphasis was different and guidance people were in a sense *persona non grata*. At this same time, the money situation changed the situation in the public schools. I recall that at Eastern Illinois we were determined to plunge head first into a program to prepare elementary school counselors. We felt that they were needed in the schools and many of the school people had expressed willingness to hire elementary counselors if they were available. However, the monies going to public schools that could be used for counselors began to diminish and as a result the elementary guidance movement died in an early stage. Few elementary majors were graduated in the guidance area simply because there was no place for them to go.

If I may back up, during this entire period there was a strong emphasis upon professional organizations both state and national. It was during this period that IGPA (Now IACD) probably enjoyed its best years in terms of membership. Essentially this was because NDEA monies available for the guidance programs could also be spent, and were spent, in providing memberships in professional organizations for those persons employed as guidance personnel

by the various schools. It must be remembered that at this time the basis of almost all guidance in the state was the public school. I found the professional meetings of IGPA, and indeed the meetings of the Executive Board and Senate included high calibre people, interested in the field, doing the best they could to promote the movement. The numbers were high and the expectations were high. This is not to say that we did not have our own controversies. The scramble for money made all of us a little edgy and we sometimes found that we were pitted against one another without really intending to be. At the national level in the professional organizations there were many conflicts. Again, all was in the name of trying to improve guidance and counseling but with various ideas as to how the improvements were to be handled. In these early days APGA (AACD) was not the strong organization it is now. Much political activity went on. The idea of trying to swing people to your side sometimes took more than just a note or a letter. I had the feeling often that other things were exchanged as well. Squabbles over elections were common, particularly since some of the elections were decided with very few votes cast, especially for divisions as ACES, ASCA, and the like. Complaints were made that the election procedures were being circumvented. Charges were made that some people were elected illegally by hook or crook and as might be expected there was much acrimony and many challenges. National elections are now farmed out to accounting firms to avoid such conflicts. All the organizations survived, however, and I believe the conflicts made them stronger. In spite of the problems, basically the people involved were good people and high quality professionals. I could never overstate the importance their associations held for me. From them I learned much concerning the means of handling programs, new ideas for the field, and most of all how to make relationships that could be profitable. During this exciting time I was fortunate to serve almost constantly on the Executive Board of the Illinois Guidance and Personnel Association and as time passed I eventually became President and moved on into the national scene where I was a member of the APGA Senate for several years. I also served on some national committees. All the experiences made me a far better qualified person than I could otherwise have been without them. It is my belief that these associations were then reflected in our university's programs. I learned early that we had to keep up as well as we could with the national trends and this meant in many cases attempting to match the programs of major

universities which had funds far, far beyond what we were able to muster at Eastern Illinois University. Again I must emphasize that the personalities involved were crucial. Associations with such men as Fred Proff and Merle Ohlsen at the University of Illinois, Bob Stripling, Wayne Antenen and Jim Lister at the University of Florida, George Gazda and Merritt Elke at Georgia all had strong impacts on my professional growth and thinking. I must pay special tribute to Dr. Arthur Combs at the University of Florida who was my tutor for one semester and from whom I began finally to get a real understanding of the work of Carl Rogers.

The time between 1968 and 1982 was one of a very subtle but distinct change in our thinking and in our programs as well as in our pattern of student attendance. Prior to this time practically all of our students, and in my opinion, students over the country, had been enrolled in the area of school guidance. After 1968, however, the change to other types of activities slowly became apparent. My first indication of this came as a shock when a freshman entering our university came to me and asked what he should do in order to become a counselor. I assumed he meant to be a school counselor and began to explain the school program to him. He stopped me and said, "but I don't want to be a school counselor, I want to be a counselor on my own." This idea, while not new to us, was not one that we had given much attention as few at that time were engaged in private practice. We had for some time been aware of the fact that many of our students wished to prepare for work in agencies and higher education and had adjusted our programming so that we could accommodate them. The idea of independent practice was still new.

Another change which came about approximately from the same date, but no doubt had been going on before we noticed it, was the gradual increase in the number of female students. Early on there was no question that the large majority of our counselor trainees would be male. At the present time, at least in our university, females outnumber the males by a sizeable margin and represent the pool from which we draw our graduate assistants. Rarely do we find males even applying in any significant numbers to our programs. At the same time the number of females in the program has increased the number of females employed as staff has increased. Hopefully as more programs are preparing women with doctorates there will be more opportunity for females to be employed. The change seems logical and one which perhaps was

overdue. In any case, the change is here. There may be problems in the fact that if the change persists and many more females enter the field than males we may have programs both in terms of theory and in fact that are female oriented. I do not relish this idea any more than I relish the idea of a completely male dominated counseling program, because I believe both sexes have much to contribute and a balance should be maintained if at all possible.

What of the last few years, the period since approximately 1980 to 1988? As I see it the basic pressures which have been exerted by government and other political and social agencies have continued, some of them for the better, some for the worse. One of the current problems with which many programs are having to deal is the fact that student monies have been less and less available because of the restriction that has been made upon loan programs and federal grants. This has caused some problems for minority students who were formerly given much financial encouragement. Presently we see the numbers of minorities declining in a relative sense and the result may be one that is detrimental in the long run. Only time will tell. Other problems in the last few years have been distinctly oriented around the ideas of substance abuse and what many see as a re-ordering of the traditional social structures which have been significant for a long period of time. I am referring to the mounting divorce rate and to the problems which come from children with multiple parents, not enough parents, broken homes, parents sharing children and their time, and the like. All these factors have created the need for much more counseling at a time when the funds for providing new people in the training programs have been gradually declining.

Perhaps the brightest spot on the horizon in terms of my impression of counseling is the fact there is a great deal more public awareness of the usefulness of counseling and counseling programs. This is attested to by the significantly increased numbers of persons in private practice and by the fact that the general public seems willing to pay the necessary charges to avail themselves of such practitioner's services.

Where do we go from here? This question is not one that has an easy answer. The national push toward certified counselors, licensing, comprehensive counseling preparation standards, and better control by the profession I see as very positive things. At the same time I do not see the number of counselors increasing

in a ratio that meets the number of problems in our society. As an example, the amount of old age counseling that is going to be needed in the next few years amounts to an astronomical figure. But nowhere do I see the number of counselors available that would be needed to deal with the problems of the aged. If the demographic people are correct, not only are we going to have more elderly, but those elderly are going to be living longer than any group in our previous history. Without some special treatment I see only dire outcomes for many of the persons involved in this dilemma.

In review, as I look back I see that those persons involved in my early educational training and experience had a tremendous impact upon my professional career. Scientific developments such as Sputnik and its related scientific outburst, political developments, social changes, educational and professional relationships all spread out over a period of thirty-five years have directly influenced the direction of my career. Professional organizations have played an important part. I believe sincerely that I could not possibly have achieved as well as I have and been as satisfied with my career had I not had the strength and support that came from significant professional relationships, at local, state and national levels. I particularly cherish the relationships with those many persons with whom I have been associated in the Illinois Association for Counseling and Development. Without knowing it, those in the past from 1953 to the present have influenced both my professional beliefs and my appreciation for the high quality of the persons with whom I have associated. As a final word, I could not close without a statement of gratitude to all the great professionals with whom I have lived at Eastern Illinois University. Their support and high tolerance levels kept me going in all the difficult times. Their influence on my career probably was greater than any of them imagined.

As my professional career nears its end, I can only believe that I have been one of the lucky ones, blessed with exciting times, great teachers and professional associates, and the opportunity to enjoy my work to the fullest.

A Personal-Professional Development Perspective

David L. Livers

"While I've never had a job I didn't enjoy, I knew when I entered counseling I had found the most fulfilling kind of work for me."
—David L. Livers

When Dr. Gorman asked me to participate in this issue as a senior member of the Illinois Association for Counseling and Development, my first reaction was—Bill, you've got to be kidding! But, upon observing and reflecting, I began to see there aren't too many who aren't retired who are more senior than I. Also, I began to understand what I have always heard, that time is indeed a subtle thief of our younger days. We get so engrossed in what we do, we don't notice how fast it passes. Now that I am reconciled to my role as a senior professional, I will endeavor to follow Bill's guidelines:

(1) Relate my personal and professional development across the

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David L. Livers Ph.D. is a Professor at Illinois State University. Raised on a Kansas farm and educated in a country school, he served in the Marine Corps and was a teacher, a principal, and a high school superintendent before becoming a counselor educator. His illustrious career has been highlighted by his work with the Specialty Oriented Research Program by his membership on the Illinois Counselor Accreditation Committee and by his leadership in various professional organizations.

life span in terms of (a) the initial period, (b) middle years, (c) later years.

(2) Address miscellaneous suggestions about what else to include in #1.

So, with that kind of latitude, here is an interpretation of personal and professional development—from my perspective.

As you consider a person's development, there are a myriad of influencing factors. Without a doubt we should include many of the proposals of career theorists. Personal development *is* a process which occurs over time. Self concept *is* an important issue and that too changes with time and new experiences. Interests, values, and temperament affect us all. Also, as we look back we see that a part of what we are *is* a result of early childhood events, experiences, perceptions, and the effects of parents and their values. Obviously, sometimes we have choices and sometimes we are limited by our environment. Sometimes we are denied opportunities because of supply and demand or other reality factors. Education can either limit us or open doors for us, depending on its quantity and quality. Important people in our lives such as friends, family, role models, teachers, mentors, and others are major impactors. These are but a few of the things we should keep in mind as we analyze both our own development and that of others. We seem to be continually adjusting to change and searching for direction.

THE EARLY YEARS

I will employ an autobiographical approach as a means of blending some of the influencing factors discussed as they apply to my own development. I was born in Kansas and grew up on a farm my grandfather homesteaded. I received my first eight years of formal education in a "country school". These were all environmental factors over which I had little control. The country school, which is now a relic of the past, proved to be a high quality experience which provided me ample opportunity for a continuing quality of education. When you hear the recitations of all classes for eight years, you have an excellent opportunity to learn the basics! My conservative parents, both college graduates, placed a high value on education. It was a foregone conclusion that my four siblings and I would go to college after high school. However, for my brother and me there was an interruption for World War II, and for the first time I had a major choice. I chose the Marine

Corps, and for me it was a positive experience which broadened my perspectives in many ways. It also facilitated my college training through the G.I. Bill. After my discharge from the Marine Corps, I had real questions about my occupational direction and thought perhaps I could get help from the Veterans Administration. I have seen many references to the testing and counseling provided to returning veterans. I find it difficult to believe that much qualified assistance was ever given for it certainly eluded me. That is one of the things which later motivated me to go into counseling, so that I might help others having difficulty finding a direction.

I received my B.S. from Kansas State University with a major in biological science (emphasizing entomology). By chance, in the last year, I discovered if I took enough education hours I could qualify for a teaching certificate. As a result I obtained a job teaching after graduation. With the encouragement of my new wife, Phyllis, I then began a masters' program in school administration. A year later I obtained a position first as a high school principal, and later as superintendent of schools. Recognizing I enjoyed the personnel aspects of my job most, I decided to take a year off for additional graduate study. The decision to return to school, and even pursue a doctoral degree was due largely to the advice and encouragement of my masters' degree advisor, Dr. Kenneth O'Fallon whom I still value as a trusted friend. By chance I made my decision to return to school in the fall of 1959. I consider it fortuitous because while the National Defense Education Act (NDEA) was brought into being in 1958, I was not aware it held implications for me and my possible career change. After visiting three different graduate programs I decided upon the University of Iowa, largely on the basis of my interview with Dr. Kenneth Hoyt, who was director of Counselor Education there. Dr. Hoyt seemed like the kind of mentor I could respect, trust and work with. I had good judgment. I feel the same 30 years later, and still continue a social, personal, and professional relationship with him today.

Dr. Hoyt provided me with a graduate assistantship as an assistant to the Coordinator of Conferences at Iowa. It afforded the resources for graduate study and I registered for classes. Ken convinced me that instead of studying college personnel work, I should utilize my public school experience and apply that kind of understanding to school counseling which was just beginning to emerge. My proposed one year of study was extended, and I

made the transition from administrator to counselor. So much for the initial phase of my life span. I had embarked on a new career!

It was the early 1960's and the counseling field was just emerging. Counselors were unheard of when I was in high school. Counseling was not provided when I received my discharge from the Marine Corps. Neither was counseling available when I attended college. Now through the impetus of NDEA, counseling was experiencing a "boom period". It was truly an exciting time to be entering the field, and from personal experience I could see the need for its development. It wasn't until several years later I realized that the word "Defense" in NDEA implied that Congress fostered the development of guidance and counseling purely as a contribution to our national survival. It was not designed as something to address the needs of students in our schools. Even if for the wrong reason, the federal government provided a dramatic impact on the growth and development of counseling and guidance in the school.

Upon completing my Ph.D. I was in a unique position. I was trained as a Counselor Educator, had a variety of public school experiences, but, none as a counselor. University High School in Normal, Illinois provided the ideal opportunity. They wanted to start a guidance and counseling program and would provide academic rank with an opportunity to teach courses at Illinois State University in the summer. After two years, I accepted a full time teaching assignment in the I.S.U. Counselor Education Program. The courses I taught were largely those courses the existing staff didn't want to cover. Vocational Counseling, and Guidance Appraisal were two areas I inherited which I came to enjoy more and more, even now.

THE MIDDLE YEARS

The middle portion of my adult life has been as a counselor and a counselor educator. However, one of the most significant features of this period was my research effort with my friend and colleague, Dr. Kenneth Hoyt. From the time I received my Ph.D. I spent many years with Ken working on the Specialty Oriented Student Research Program. It was an outgrowth of my doctoral dissertation directed toward the identification of private business, trade, and technical schools. We were attempting to open more options for non-college bound students who are still a neglected part of our counseling responsibilities. Later when Dr. Hoyt was

the National Director of Career Education he again invited me to work with him in a supportive role. I spoke in at least 17 states with reference to explaining and/or promoting the concept of career education. It was stimulating to visit so many different geographic areas and learn how counselors handle issues in their unique settings.

Another highlight in my counseling career was my good fortune in obtaining an NDEA grant to train 30 counselors who would work in community college settings. Obviously this was possible because of the last three year extension of the NDEA which focused primarily on elementary counseling and community college personnel work. I hope the experience was as inspirational for the 30 participants as it was for me. They were good people and I am pleased with their success.

In the early 1970's, I became interested in the leadership of our professional organizations. I had just served a term as the chair of the national membership committee of APGA while Merle Ohlsen was president and had developed an appreciation of the value of both state and national organizations. Working with Dr. Jean Baer of the Chicago Circle campus, the two of us drew up a charter for IVGA. We solicited membership and submitted our proposal to APGA to be recognized as an affiliate of NVGA. We discussed the officers for our first year and since Jean was older and female I suggested she serve as president the first year and I would be president elect and serve the second year. (My twin sister always reminds me of the need for such chivalry.) Seriously, Jean was a delightful lady and very deserving to be the first president. I served my term in 1972-73, and in 1985 when I received the "Jean Baer Award," it had special significance to me.

An even more rewarding professional experience was to be elected president of IGPA for the 1975-76 term. Again I was lucky. It was a good time to be president. Our membership in IGPA was up, our attendance at the state convention was excellent, counselors didn't find it difficult to get released time to attend professional meetings and the whole atmosphere for the guidance and counseling field was quite positive. True, the economic cutbacks were beginning but the prevailing attitudes were toward continued growth and renewal.

There were two important features in Illinois in the late '60's and early '70's which afforded valuable leadership for the promotion and progress of the whole guidance and counseling movement. It is unfortunate that neither of those things exist

today. One feature was the excellent leadership for counselors and counseling out of the State Superintendent's Office. Dr. Bob Zeller, Assistant Superintendent for Pupil Services, did an excellent job in supporting what guidance counselors and counselor educators were trying to accomplish. Through Dr. Zeller and his assistant, Glenn Waterloo, programs were identified, described, and accredited. The famous "Golden Book" was published, and in it all approved programs had descriptions of how they met certification standards and specifically with which courses. The policies for recognition were well defined and the State of Illinois had an exemplary model for professionalizing guidance and counseling.

The second outstanding feature was the development of the Counselor Accreditation Committee. This was a committee with a representative from each approved program in the state. The committee met regularly and the expenses for meetings were underwritten by funds from the Office of the Superintendent of Public Instruction (OSPI). At the meetings all matters of concern were aired and all controversies were mutually resolved. The committee worked closely with OSPI in the publication of the Golden Book and there was a feeling of peaceful co-existence as well as an "espirit de corps". For each of us there was an opportunity to share ideas and learn new procedures for the development of our programs. The professional pursuits of the group were also supported socially. Dr. Leo Bent of Bradley was a master at combining work and play, particularly when meetings were held at his spacious house and he served as "chef" for his famous steak dinners. The unity of the committee was a strong force in developing a more homogeneous preparation of school counselors for the state of Illinois as a whole. I certainly regard both OSPI and the accreditation committee as very positive influences in my own professional growth and development.

THE LATER YEARS

The point of demarcation for my later years is most conveniently identified as that time at which I assumed responsibility as coordinator of Counselor Education at Illinois State. I quickly learned it can be a very confining position. The paper work, the contact with prospective students, the promotion of the program, and the constant interactions with the various campus checks and balances, proved to be very time consuming. In my judgment, to

adequately perform the role of a good coordinator means to be in the office, or delegate someone else to be there to represent the program to anyone who may have a question about it. At first, I found this to be somewhat restrictive. After traveling extensively for research programs, presentations, and professional organization responsibilities, "office sitting" was a real switch.

On the other hand, as a "people person" I quickly learned to adapt to the change. I thoroughly enjoyed working with prospective students and students in the program. I have gotten to know them pretty well and I realize we learn a great deal from them. Hopefully they are taking away skills and knowledge that will enable them to be increasingly effective in their chosen position. It's been gratifying to see our program reach a peak enrollment while maintaining the quality of our training. We have now increased our requirements to a 48 hours program and will endeavor to obtain CACREP approval in the near future.

Even though the role of a coordinator is quite time consuming, it was my privilege to serve as president of the Illinois Association for Counselor Education and Supervision during 1983-84. I felt we made some big strides toward changing our state school counseling certification standards from an NDEA orientation to one more compatible with CACREP. The current needs of counselors to deal with drug and alcohol abuse, suicide, teenage pregnancy, and a host of other problems that were not that prominent a few years ago makes it necessary to adjust training programs to help counselors deal with current needs. I am also hopeful that we are on the way to developing regular meetings of representatives of each counselor education program in Illinois so that we may redevelop our communication and to some extent fill the void left by a lack of leadership at the state level.

Because of my vocational interests I have been active in working with the Guidance division of the American Vocational Association (AVA). For five years I served as Chair of the AVA awards committee and made the presentations at national conventions. Currently I chair a committee on Assessment, Measurement and Evaluation. While the Guidance division is only a membership of approximately 1800, the AVA membership is a group in the 60,000 range. From my experience as membership chair of APGA I learned that more members mean more "clout" with Congress. I think it is important for any counselor with vocational concerns of any kind to affiliate with the guidance division. We need to borrow all the clout we can. Basically what

is good for Vocational Education is good for Vocational Counseling.

SUMMARY

Initially my search for direction was difficult. "Getting a foot in the door" to find what was out there was the hard part. From that point, my personal and professional development seem almost a reciprocal process with each serving as a catalyst to the other. While I've never had a job I didn't enjoy, I knew when I entered counseling I had found the most fulfilling kind of work for me.

There were some very influential people along the way who supported and facilitated my growth and development. Most significant are: Dr. Kenneth O'Fallon, Dr. Kenneth Hoyt, and of course my wife Phyllis and our children. More recently my colleagues Dr. Twyman Jones and Dr. Ralph Meyering along with several notable students and friends have certainly impacted my life. My association with counselors through IACD and other professional organizations as well as several of my cherished colleagues from other Counselor Education programs are also very important to me.

As far as a theoretical analysis of what factors propelled me through the developmental process—that would take several lectures. If interested contact me about registering for SED 465 and we'll talk about it. Thanks Bill. It's been fun!

A Counselor Educator Views His Professional Development

John S. Storey

"The ability to relate to people, to deliver effective services, and to make friends seem to outweigh most other factors in my professional life."

—John S. Storey

Flattered as I am to be asked to contribute to the special IACD Quarterly issue "Insights into Counselor Development and Aging", I am alas apprehensive. I wonder what I can report that might be of possible interest or benefit to persons already involved in or entering the counseling profession. But I am committed to the importance of counseling and to its increased effectiveness, so I will do my best to make this a meaningful article.

Although we were requested to start with the 25 to 35 age period, I feel compelled to identify an earlier significant

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John S. Storey Ph.D. is Professor Emeritus at Western Illinois University. He received encouragement from his high school debate coach, and through debating learned to organize his ideas and to be at ease in speaking before groups. His Air Force stint helped him to identify counseling as a possible career area. He sees his growth as a teacher, counselor and administrator as being attributable to his involvement in professional organizations at the state and national levels. His leadership role has been extensive and significant.

professional person, my high school debate coach, Miss Eva Moore. She was a source of great encouragement as well as instruction, found me summer employment during the height of the depression, and established a friendship that continues to this day on the eve of her 92nd birthday. Eva stimulated me to continue debating in college, an experience that helped me to organize my ideas more effectively and to be more at ease in speaking before a group, as well as adding to my employability as a public school teacher in the depression years.

During the 25 to 35 year age range, several significant events in my life occurred. One was a decision to leave teaching and to take a position in private industry. This convinced me that a business career was not for me. I discovered that I needed to relate to others in a more meaningful way than the business climate provided. Also, I needed to have the feeling of self-satisfaction that came from a career directed to assisting other persons to grow and develop. Later, while serving with the 8th Air Force in England, I was assigned for a period of time to the Information and Education section of the base where I was stationed. One of my responsibilities was to talk with airmen on the base about their post-war career plans. This experience helped me to identify counseling as a possible career area. After discharge from the military, I was able to secure a position as a Vocational Adviser (a job that would now be labeled career counselor) thru the help of a friend, Dr. Frank Campbell (now an emeritus professor of Wayne State University). Frank encouraged me to study for an M.A. degree at the University of Michigan by taking evening courses while employed. Thus, I became an early non-traditional student by attending college working full-time and perhaps, uniquely, by learning the theoretical base for the work skills I was already putting into practice. Frank was a source of inspiration and encouragement to me during this period of my life, and has remained a friend to this day. During this period, I was fortunate enough to marry Betty Denecke, who has encouraged and supported my professional and personal development for 40 years.

During the next identified period, the 35 to 55 age range, my most important decision, a belated one, was to earn a doctorate degree. My many misgivings about my ability to carry such a goal to a successful conclusion led me to take advantage of an opportunity to transfer from Detroit to the East Lansing office of the Veterans Administration so I could take evening courses at Michigan State University, the school of my choice, and thus test

the waters of advanced schooling while still employed. One motivation was the realization that my job with the V.A. would probably be terminated after the number of WWII veterans seeking educational benefits declined sufficiently to reduce the need for counselors. As this indicates, I was always a realist. This did occur about a year after my transfer, and I started full time study in the summer of 1951. This full-time graduate study was interspersed with two quarters of full-time employment at the M.S.U. Counseling Center as a temporary replacement for counselors on leave to pursue their own doctoral study. This not only provided a financial bonanza but also encouraged me thru the realization that I could perform adequately with counselors in a college setting. After finishing my course work, I again found a temporary position as assistant to the Director of Education Placement, Dr. Harold Sponberg. Harold, who later became the president of Eastern Michigan University, served as a friend and role model for me. Because college teaching or counseling positions were not readily available, and I needed employment (our first son, Bruce, was born in April, 1953), I returned to the Veterans Administration as a Counseling Psychologist in July, 1953 (the Korean War had created additional veterans and a need for counselors). While employed, I wrote my dissertation, stimulated by the realization that I was responsible for a family now. My adviser, Dr. Walter Johnson, was a constant source of help and encouragement during this somewhat difficult time.

After receiving my degree, I was offered a position as assistant professor in the Department of Special Education and Vocational Rehabilitation at Wayne State University. This situation did not really meet my professional goals. I found that I missed the one-to-one relationship that counseling provided and I discovered that preparing young people to be rehabilitation counselors was too specialized. My need was to focus on teaching courses designed to prepare counselors for more diversified positions. I sought help from Dr. Johnson in securing another job. He referred me to an opening at Western Illinois State College. After an interview on campus, I was offered the position of Associate Professor of Education and Director of Guidance, which I accepted after considerable anguish about leaving Detroit and Betty's family. Although the move was difficult for Betty especially, it proved to be beneficial in the long run. The job suited me perfectly, for it combined counseling and teaching, and I liked the smaller college much better than the large university. We came to enjoy

small-town living, and both our sons benefited from their experiences in the University school. Keith's experience as a high school junior helping a mentally-handicapped student learn to swim helped him make a career choice, special education, from which he has never deviated.

A major factor in my growth as a teacher, counselor, and administrator was my involvement in professional organizations at both the state and national levels. Soon after arriving in Illinois, I was asked to serve on the Roundtable committee of the Illinois Guidance and Personnel Association (IGPA), which, of course, has changed its name to the Illinois Association of Counseling and Development (IACD). For those not old-timers, the Roundtables were the local organizations that preceded chapters. This, plus some presentations at state conventions, led to my election to the Executive Board of this association for a three year term. The nominating committee then placed my name on the ballot for president of IGPA, and I was fortunate enough to be elected to this office. This meant, that as a board member, President-elect, President, and Past-president, I had the opportunity to be involved in the governance of the organization for six consecutive years. Many individuals made these years memorable; they include C.A. Michelman (who died while attending an executive board meeting), Robert Zeller, Leo Bent, Don Moler, Gwen Borah, and Merlin Schultz, to mention only a few.

At the same time, I had the opportunity to become involved with a professional organization at the national level. I was asked to serve on the Professional Membership committee of the National Vocational Guidance Association (NVGA). Through a set of unusual circumstances, I served as a member of this committee and later its chairman for seven years, versus the usual term of three years. While on this committee, I got to work with Dr. Herman Peters of Ohio State University and Dr. Alan Ivey, then of Colorado State University, in addition to several non-university people. During this time, I was invited to serve on the APGA committee on branches as a representative of the Association of Counselor Educators and Supervisors (ACES), under the chairmanship of Dr. Joe Hollis of Ball State University. At this time, state organizations were not formally affiliated with the national association. Some states had no formal organizations. Our task was to assist each state to organize and become officially affiliated with APGA. As there were then only six divisions of APGA and one representative from each plus APGA headquarters executive

assistant Patricia Lawlor, each member had much input into procedures. As many state organizations were reluctant to be formally associated with the national association, this experience helped me to develop skills in persuasion and logical reasoning. Again, I remained as a member of this committee and, later, as its chairman, for a longer period than any of the original members. This association with individuals all over the country, representing many different institutions, was a growth experience.

During this time, in my counseling and teaching activity, I was greatly influenced by the writings of Carl Rogers, especially his "Client-Centered Therapy". However, as much of my time and effort was directed towards career counseling, the writings of Williamson, Goldman, and others also helped in the formulation of my theoretical framework.

In later years, the decision to retire in 1978 at age 64, after the graduation from college of our younger son, was a significant one. Although I miss some aspects of professional activities and my association with colleages, I am as busy as I want to be. I have endeavored to keep in touch with my profession by being the archivist for IACD and by attending our annual convention regularly. In my opinion, it is important for retired professionals to stay active in professional pursuits after retirement, and to maintain mental wellness. Dr. John DeVolder suggested that I assume the responsibility of archivist to then president Brenda Statsholt, and he has helped immeasurably in getting our records stored in the Western Illinois University library archives section, where they are available to any interested party upon request.

During my last years on the job, my immediate supervisor, Dr. Neil Koester, was a source of constant support and inspiration. Dr. Josephine Johnson and Dr. Charles R. O'Brien, members of the counseling center staff, did a great deal to keep me professionally stimulated and to stay satisfied with my job situation.

After retirement, I have endeavored to be involved in activities in the community. One such involvement was in the training of high school students to be peer facilitators. This has taken the form of three weekend training sessions as well as evening training and evaluation sessions and I have been active in visitation and some counseling of residents of the Elms Nursing Home in Macomb. Being a charter member of the Macomb Lions Club also keeps me involved in the community. Staying active and continued involvement with people in a variety of settings have been major

factors in my vitality and zest for living.

As I look back, I am impressed that many important situations that contributed to my success and happiness seem to be a matter of circumstance and not careful planning. The ability to relate to people, to deliver effective services, and to make friends seem to outweigh most other factors in my professional life.

The Career Development of A Counselor Educator

Norman Severinsen

"These early days of counseling/therapy were full of the excitement of learning about the inner world of people, and as my skill grew, more of my clients began to share that world with me. I was learning to counsel!"

—Norman Severinsen

INTRODUCTION

Like most of my generation of counselors, I was a high school teacher before entering the profession of Counseling and guidance. My motivation for selecting teaching as an occupation was not especially altruistic, as I saw it mostly as a respectable profession with three months of vacation. My military commitment required that I spend two years with the U.S. Air Force including one year in Korea. I began my search for a teaching position from my assignment in Korea, and being a science major, I was much in demand—I never experienced any shortage of jobs.

YEARS 25-30: FINDING A NICHE

I spent two years as a novice teacher in a rural high schol of 100 students. But I was ambitious and felt much too low on the ladder of success as a teacher of math and science in a small rural high school. I was sure I could not bear a life in the class room and began to explore the options. At the same time I had begun a weekly Saturday trip to the state university to attend a graduate class in audio visual methods; believe it or not, I actually considered becoming an a-v specialist.

Norman Severinsen Ph.D. is Professor Emeritus at Western Illinois University. Early in his career, he taught in a small rural high school and, later, became a school principal. He describes his career long search for appropriate and effective counseling theory models. His leadership in and contributions to the counseling field have been extensive. As a recognized authority in gerontology, he indicates his interest in the biological causes of behavior and urges greater scholarly attention to this area.

Without any real contemplation, I gravitated to the only upward step I knew—school administration, and took a master's degree in secondary education which supposedly qualified me to be a principal. I began looking at principalships and somehow the grapevine resulted in my being sought by a neighboring school for the principalship of grades 8 to 12. In no time at all, I found I was unhappy in administrative work and I began looking for a doctoral program in an educational area different from line administration. I made an appointment with Dr. Kenneth Hoyt at the State University of Iowa (now University of Iowa) to discuss doctoral studies at the University of Minnesota (his almamater). During this interview he abruptly offered me an assistantship at Iowa if I would take an emphasis in counseling and guidance. I rushed home that evening and after a brief discussion with my wife, made the decision that set the direction for the rest of my career! Of special note to the younger readers I emphasize that there were virtually no role models at that point in history and I had no idea what it was like to be a counselor. While taking initiative and making the actual decision was my own doing, it could be said that "accident" (Miller & Form, 1951, p. 61) played a tremendous part in my career path at this point.

Except for a great deal of energy focused on meeting the demands of graduate school, doctoral studies were quite uneventful. The hurdles of courses, papers, preliminary examinations, and the dissertation were mostly that—hurdles to overcome. The role of student suited me, and I could see that the role of counselor (my assistantship was as guidance counselor in the University High School) would be a much better match for me than the role of administrator had been. The 24 hour career decision making process had worked well, and in 27 months I graduated with a Ph.D.

THE ROLE OF A SIGNIFICANT OTHER

The story sounds so far like I was doing this all alone, and that was certainly untrue. I was fortunate to have an understanding, supportive wife. She listened when I was discouraged, but did not cave in herself; she supported me when I felt inadequate and never gave up. It wasn't enough that we had two small children that never napped at the same time so she could never leave the house, but she also served as an "assistant teacher/graduate student" by helping grade papers, typing tests and graduate school

papers, thesis and dissertation, and listening! During my student days, she critiqued my papers, and did much of the work on my thesis and dissertation that I should have hired done. I stumbled numerous times and I might not have risen from any one of the several falls had it not been for the backing she provided me. I really don't know how she did it, I just know I felt it very deeply. Maybe it was her *listening!* This may look more like tossing bouquets than a part of a paper on career development, but I know that any scientific study of my career would have to include this component.

AGES 31-34: The Development of My Theoretical/Philosophical View Point

The development of a counselor almost always includes an explanation of how his or her theoretical orientation came to be, and my observation is that most of these explanations include a disatisfaction with one or more theories and then a shift to some other one. Most don't choose one model and follow it for a lifetime. My impression was that trait factor was the model I was being taught at SUI, but I never felt that it gave me any concrete direction. I was never able to make any sense out of the mass of test data and the babble of research studies which were supposed to provide direction for young people making occupational decisions.

At the same time, I sensed there was a tendency to have counselors take more of a role as a personal counselor. For this I knew I needed psychological background that I did not have, but courses in psychology were difficult as well as lacking in respect. Colleagues and I regarded the personnel of the psychology department as little more normal than the "crazies" they taught about. Furthermore, I never had understood Freud, nor did I see any application of learning nonsense syllables to my work.

Then during the last term of my graduate study I had a significant experience that affected my counseling approach. It was another one of those chance events; it turned out that I needed two semester hours and it just happened that Dr. Wm. Truax was offering a seminar in psychotherapy even though he was not in the psychology department. Having been a student of Rogers, he was on his way to Wisconsin to work on the now famous schizophrenia research project headed by Carl Rogers. Of course, he was inclined to give a favorable impression of the "client

centered" view point. For a contrast, he played a therapy tape by Albert Ellis, which impressed me greatly (negatively). I began to give some serious thought to the client centered approach, but I left graduate school with no skill as a counselor and no conviction about how counseling should be done.

With the impression that I would soon be in line for director of guidance, I took a position as a junior high counselor (with a Ph.D.!), in Cedar Rapids, Iowa. This was the closest I was willing to go to urban living because after having made a couple of interviewing trips into suburban Chicago, I concluded I was unsuited to big city life and declined offers of positions as guidance director in two suburban schools. Within a few months, I determined that the type of administrative change I was counting on in Cedar Rapids was not going to occur. Consequently, I opened my placement file and this time I concluded that my original aversion to higher education was unfounded. And so I made another change in direction by being "available" for university positions.

It was during the summer of 1961, while teaching summer school at the University of New Mexico, that I signed with Western Illinois University to work with Dr. John Storey (whose career story also appears in this issue). From here on, I believe my development has been as a counselor, with John as mentor, and that it has paralleled the history of the profession.

Again, fate dealt me an ambivalent hand. The counseling center where I spent my weekdays (some nights and Saturdays were spent teaching classes in counseling) was not equipped with private offices the first two years. The metal and glass partitions afforded visual, but not auditory privacy. Consequently, the time between sessions was a time for us counselors to critique each other's counseling. It was here that I got the first critiques of my counseling and an introduction to psychodynamic theory; (it turned out that a colleague had that kind of orientation) while I was struggling to attain a semblance of the Rogerian approach. These early days of counseling/therapy were full of the excitement of learning about the inner world of people, and as my skill grew, more of my clients began to share that world with me. I was learning to counsel!

My teaching about counseling during the first 8 to 9 years reflected my own graduate studies, my experiences in the public schools and my current experiences as a college counselor. The philosophy I espoused was humanistic, client centered and

phenomenological, with a sprinkling of Freud thrown in. I believed client centered counseling was a practical and effective approach to teach beginners and that it was impractical to try to make masters level students proficient in more than one theory.

AGES 40-58: MAINTENANCE AND THEORETICAL REFINEMENT

At age 40, I became the first chairperson of the new Department of Counselor Education and College Student Personnel and I found myself again trying on the role of administrator. During the 6½ years I chaired the department, I was also teaching, so my theoretical view point was still being massaged by the teaching process.

But before that, two things happened in my counseling that caused a turn in my thinking about counseling. Somewhere in the last two years at the counseling center a colleague remarked that he had found some usefulness in a behavioral approach. Since I respected him, I thought about that now and then, even though I usually believed that approach to be dehumanizing.

Second, some time during this period, I encountered a young male client in the university counseling center, it was later in his freshman year. He began by saying he had study habit problems, but quickly shifted to another topic. He was troubled by extreme anxiety around eligible young females. The anxiety was so severe that he would break out in a rash when his roommate had his girlfriend in their room for a visit. Having been well schooled in the principle that such problems would be relieved by gaining insight into its origin, I began encouraging exploration. However, it soon became clear that this young man was not interested in examining his psyche, and that I was going to lose this most interesting client if I persisted along this line. On an impulse, I switched to a desensitization technique I had read about. Miraculous success!

With a mixture of excited and fearful feelings, I began to try, selectively, a behavioral approach with some success with certain clients. After going to full-time counselor education I felt the need for greater specificity in the counseling models I was teaching. I adopted behavioral strategies and overt behavioral changes as measures of counseling success in additioin to the need for the relationship skills of Rogers. Gradually, I also began to accept other models (i.e., RET) as having selective applicability for

counseling, and to see them, not as personal preferences, but as necessary variations depending on the type of client and or type of problem. I adopted a personal view point about this which I called "responsible eclecticism". The inference, of course is that there is a good deal of *ir*responsible eclecticism being practiced. Then I began to pay more attention to Arnold Lazuras who has impressed me with his Multi Modal Therapy, (which he calls "technical eclecticism"). This time serendipity played its part in the form of an off hand remark by a respected professional colleague which encouraged me to review this approach. Now I believe it has the most promise of any.

For instance, one of the modalities Lazarus includes, and which my study of genontology had caused me to give considerable thought to, is the biological component. I think we have been remiss in ignoring the biological causes of behavior in our education of counselors. One of the significant changes I foresee in counselor education is the addition of this important component.

AGE 58: RETIREMENT

This is where I have come now, essentially at the twilight of my career, facing a rather early retirement partly due to a health matter. I close by having adopted an eclectic perspective and developed an interest in counseling older persons and I have developed this specialty. I believe there is a need for counseling services to the elderly. The problem is that the existence of a need does not insure a demand for gerontological counselors, and I do not foresee any immediate growth in the number of gerontological counselors.

In summary, I have enjoyed a career in a profession that was just beginning when I entered it, and so experienced an involvement in a field that had no prior traditions to overcome, but also had no tradition of respect. For this reason, respect had to be earned and sometimes had to be proven over and over again. My career development has not been an organized, or planned one, but rather one based on opportunity plus a strong desire to make the best of opportunity.

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Insights into Counselor Development and Aging

Jo Ann Hummers

"Certainly over these years I have changed in my approach to people, the techniques which I employ in my work, and, indeed, in the jobs which I have performed. Through it all I am learning that I am becoming more the person I can be and for whom I have the potential to be."

—Jo Ann Hummers

INTRODUCTION

In the course of discussions with my colleagues about my life I have often found myself commenting that "That was several lifetimes ago." It was with that same feeling that I approached writing my contribution to the project, Insights into Counselor Development and Aging.

When I started to write, I realized that my account of my various responsibilities might not appear to be quite so exciting or varied to someone else as it seemed to be to me. But that may have been one of the reasons why we were invited to contribute our own stories. So, here we go...

THE BACKGROUND

To discuss my career in college student personnel work I really must go back to my sophomore year in college when I was 19 years old. I was a student at Trenton State College, majoring in Health and Physical Education, with a minor in psychology. I had been invited as a freshman student to become part of what I recall was an "experimental program", training students to become

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residence hall staff members.

Charles McCracken was the Dean of Students, who, with Betty Soldwedel and Joan Henry (now Kindy) initiated the program. I recall many hours of training, with discussions of case studies, meetings with the student personnel professional staff, and individual conferences with all of them.

As I look back on those times it is with wonder. It seems so very long ago and I was so young. It seems to me that I grasped little of what they were so intent on sharing with me and the other students. (As I reflect on that statement I do see that it is also possible that I understood more than I might have given myself credit for. It did provide the foundation of what developed into my professional career.) This training included learning about "client-centered therapy" with readings from Carl Rogers.

I am not sure what I really understood at that time about Rogers and what he was saying. It was clear that he was important to my teachers. Since I did pride myself on being a good student I tried to "get it". Eventually, I did, but I really do not know when that actually happened.

At any rate, I worked hard at doing a good job. During my senior year I was in charge of one of the smaller "houses" on campus (which had approximately 60 residents). I reported to the assistant dean of students (Joan Henry). She was my mentor then and was to resume that role several years later at another institution. At that time I also had decided to attend graduate school and to study student personnel work.

I was encouraged to apply to several graduate programs. When Dr. Dennis Trueblood from Southern Illinois University offered me a fellowship to study there I accepted, since it was necessary for me to have financial aid regardless of where I attended graduate school.

Those years were both wonderful and difficult. I was amazed by the size of the university—I think there were about 10,000 students in Carbondale at that time and Trenton had fewer in 1961 when I received my bachelor's degree. The size of Southern was awesome to me.

I threw myself into my studies and also very much enjoyed socializing with the other students in "the program". I learned that I could be a good student at the graduate level and I was very happy about that. I enjoyed my positive relationships with the other students in the program. The difficult aspect was a short marriage which soon ended in a divorce. That was my first

experience with such a personal crisis. It took me a long while to accept that I was still "okay".

"Denny" was a demanding and enthusiastic teacher and we learned so very much from him, including the understanding that a student personnel professional would often be expected to put in 60 hour work weeks! (Little did we realize how fortunate we were to be able to study with one of the major professors in the history of our profession. Less than a year after our graduation "Denny" died in open heart surgery and higher education lost one of its most beloved and respected students and teachers.)

During the two years when I studied in Carbondale I held two assistantships, one year as a resident fellow and one as a resident counselor. Included in our academic and practical work were also several terms as intake counselors in the university's counseling center.

We worked on the case studies, wrote papers about imaginery "ideal" institutions, studied the then new work by Nevitt Sanford, *The American College*, and talked endlessly about the best ways to deal with the crises which we had to handle in our jobs and also with those in our lives. That two years was a highlight for years to come in a very busy and exciting career.

STARTING OUT

My "professional" (defined by now having earned a master's degree) career started when I was a 23-year old graduate of the SIU "program", in 1963.

I was hired to work as a residence hall director at Trenton State College, my undergraduate alma mater. My first position included the responsibility of "opening" a 300 bed residence hall for women.

In those days women had 11 p.m. curfews on weekdays, signed in and out of the halls, and were docked late minutes for staying out later than curfew. The residence hall director usually waited up until everyone was accounted for. (It took several years for me to adjust to sleeping times more normal than from 3 a.m. until 10 a.m.!)

Dr. Wilton ("Billie") Pruitt was dean of students at Trenton during my first years on the staff. She enthusiastically encouraged us to develop new skills, including becoming involved in T-groups. I recall several times when Charles Seashore of the National Training Labs in Bethel, Maine served as a guest facilitator in staff

retreats and, subsequently in a project involving a small residence hall and encounter groups. At first the groups frightened me; later, after I had begun to work at Western Illinois University, I put that early training to good use and helped to develop what was for a time a very strong training program in the use of groups for personal as well as professional development.

The woman who started the counseling services at Trenton, Dr. Doris Perry, served as another mentor for me as well as for many of the other young staff members. As part of our duties as hall directors we worked with individual students to help them to cope with their personal difficulties. We worked at the level where we felt comfortable. Our training also included referral skills so that we could involve the more experienced counselors when we needed to.

The sessions with Doris and the other staff were a wonderful help to me in establishing a foundation, beyond that of a student, for my own counseling skills. I believe that it was then that I started to understand what "listening" really meant. We met regularly with Doris and also were able to participate in co-counseling with her and our own clients. This was truly an on-the-job training opportunity which I probably did not value enough at the time. (Remember that my job was as a residence hall counselor, which meant that I was the administrative staff member in charge of the hall, the chief activities programmer, student government advisor, as well as disciplinarian. Counseling was surely in the job description, but at the level which would occur prior to referrals to the counseling center.)

I worked from 1963 to 1970 in the residence halls in Trenton, serving as coordinator of the residence program for a year before taking a year's leave of absence to work on my doctorate at New York University.

DOCTORAL STUDY

During the period 1967 to 1970 I was a doctoral student in the counselor education department at New York University. In 1967-68 I took courses one day a week in New York, commuting by train from Trenton, which was about an hour each way. I was enrolled in one of two courses at a time during the year and also attended summer school.

NYU offered an institute training student personnel specialists in urban institutions in 1968-69, with Joan Henry Kindy as the

director of the institute. I was hired as a graduate research assistant so once again we were able to work together. This time Joan became my major academic advisor and was truly a mentor of the first order throughout the rest of my academic career.

With my coursework completed, I returned to Trenton State College for the year 1969-70 and completed my dissertation and the oral defense. I received my doctorate in education from NYU in June, 1970.

This ended a chapter in my own professional life because I had been hired to move back to Illinois in the fall, to become a counselor in the University Counseling Center at Western Illinois University in Macomb.

BACK TO THE MIDWEST

The person who directed the counseling center at WIU was Dr. John Storey, who became and has continued to be a close personal friend. In some ways I was a pioneer at Western since I was the first woman who had ever been hired as a counselor in that center.

The other staff members at that time were Drs. John DeVolder, Ed Robinson, and John Eibl. They are all notable in this recounting of my early experiences in Illinois because they each, in some way, encouraged my active participation in what was then the Illinois Guidance and Personnel Association.

Soon after that, Dr. Josephine Johnson was hired in the center after John Eibl left. Josephine was the program chair for the IGPA annual convention, which was a very important annual professional event for each of us. I recall that Josephine strongly encouraged me to submit a proposal for a program at the convention. Somewhat against my better judgement I did so; after all, I had never presented a professional program and was not quite sure how I would do.

When the proposal was accepted and I did, after all, present a successful program, I was then and there "launched" into my involvement with IGPA/IACD. For a number of years I presented two, three, even four programs at the annual convention. With the very strong support and encouragement of the staff of the counseling center and support for the department of counselor education, I served as senator and then president of IAME, executive board member of IGPA, program chair of the 1979 annual convention when Cam Ratcliffe was president, secretary of IGPA with John DeVolder as president. Gene Hallongren and I

co-edited a special issue of the IGPA Quarterly on Testing when he was president and I was immediate past president. I have also written on child abuse for the Quarterly as well as interviews with officers.

Many of those programs I mentioned above were on the topic of sexual assault, rape and attempted rape. During those years of working as a counselor in the university counseling center I found that I often became involved in learning about and working with cases related to different areas of personal concern. The one which has been most important and which has been of special interest for the longest time, and into the present, was sexual assault.

Nell Koester, Cari Sheets (both in student personnel services at WIU) and I worked together on several assault cases in one year around 1973. Since that time we have met and counseled many women who were victims of assault. A year ago Cari and I facilitated a group of women who were determined to become "survivors" rather than victims. Of course, many of the previous women had done this, as well. The unique nature of this group was that we had not before brought together several assault victims. The response in that group was heartening. Four of the members have become involved in establishing helping relationships with others to such a degree that each is known as an able professional or para-professional person on campus.

Other areas in which I became involved and, to some extent, knowledgeable included eating disorders, depression and suicide, alcohol abuse, equality for women, human rights, assertiveness training, stress reduction, domestic violence, goal setting. As I look back I can see that every year or two it seemed that I took on a new area to learn about. However it came about it has certainly served to provide a very interesting journey through those years.

Program conventions for NASPA, AACD, and other professional organizations have often been centered around the topics I noted above, as have the articles I have authored or co-authored, most often with John DeVolder.

Through the years at the counseling center I developed from being almost exclusively "client-centered" to becoming much more eclectic. At times I could even be considered "directive"! Several of my colleagues and I have discussed this phenomenon which has happened to them as well. We have tentatively concluded that, though the client-centered approach is still at the heart of our dealings with our clients, we have become more

able to make use of our own experiences with more ease.

Another important aspect of my work at Western Illinois was teaching in the Counselor Education Department. I was on a joint appointment, as a faculty member assigned 100% in another area, but who also taught in that department. I taught courses over a long period of time, approximately a dozen years. They included: Group Experience, Law and Ethics for the Helping Professions, Rape Awareness, Theories of Counseling, and, on an experimental basis: Counseling for Related Professions and Assertiveness Training.

The highlights of teaching were the students, who were wonderful. Their enthusiasms and wonder at the things they learned were very inspiring to me as their instructor.

As I remember back on that first half of my years in Macomb, probably one of the most difficult processes I ever lived through involved getting promoted to the rank of full professor. Today it is still a trial. At that time, however, we had no clearcut, well-defined criteria by which we were evaluated. I think it was even more subjective then than it appears to some to be now. At first, I felt it was a "challenge" of sorts to apply for promotion. After being turned down, apparently for not having published enough, when I felt that I had been hired to be a counselor, the fight turned into a major battle. I worked with another colleague (who had had a similar experience) on a special project and we were both, two years later, promoted to the rank of full professor. To this day, I recall with anger what I considered to be an agonizing process quite irrelevant to what my job really was. I was helped, by the way, to see it somewhat differently by a friend who encouraged me to think of publications as a way of reaching more people with what I had to say. The other thing that helped was that my colleague and I made a pact that we would only publish articles which were of importance to us. I am pleased to say that today the criteria are more broadly defined, particularly for people like us who work in an applied area.

WORK WITH THE FACULTY UNION

About ten years ago the faculty on the campuses of the Board of Governors institutions, of which Western Illinois University is one, voted to select the American Federation of Teachers local in the system to be their exclusive collective bargaining agent. At that time I had never belonged to a union. It took a couple of years

before I agreed to join, and then it was with the idea that I would do so because they were going to represent me but that I would probably never become really involved in the union.

When I was asked to serve on the Women's Rights Committee I agreed, since the issue of equality for women and men was very important to me. From there I became a member of the Grievance Committee. It was a matter of time before I was asked to chair that committee. (In the meantime I had been teaching the course Law and Ethics in the Helping Professions and loved it.) This committee's work was like being able to be an active part in human rights work using principles from the law and ethics course!

In the meantime I became more and more involved in the union, with our local changing its name to the University Professionals of Illinois, Local 4100. I served for several years as the executive board representative for WIU to the board which governed the entire local as well as the council for the Board of Governors schools. (The Board of Regents institutions are also included in the local.)

Eventually, I ran for the presidency of the WIU chapter of the union and won the only contested election for that office in the history of the local. In that capacity I worked on membership, improved communication with the faculty and staff we represented as well as with the administration. We increased visibility on the campus and became an organization which was respected by many more people than had previously been the case.

As grievance chair I receive a quarter time released time from my duties as a counselor; as president the released time was increased to half time. The decision to proceed in these offices was a difficult one at first in terms of my own involvement in the counseling center. However, after consultation with Dr. Charles O'Brien, then and currently director of the center, I decided that the work that I was doing indirectly did affect the students by helping the faculty as a whole to have more productive and, in some cases, more happy lives (this was a first in the case of the grievances).

Last year the vice president of the UPI for the Board of Governors schools announced that she planned to resign to be able to return to teaching full time. I was appointed the assistant to the vice president and in the spring of 1987 was elected to finish out her term. In December, 1987 I was elected to a two-year term.

This position involves full time release from the counseling center, with the university paying half of my salary and the union the other half. The university has hired a half time counselor in my place.

So, currently I serve as the Executive Vice President of the University Professionals of Illinois for the Board of Governors Council. This position involves serving as chief negotiator for our collective bargaining agreement, coordinating membership recruitment and benefits, working with the officers of the chapters on the five BOG campuses in terms of chapter development. One of the major aspects of the position is also contract administration, in which capacity I work closely with staff from the Board of Governors of State Colleges and Universities, attempting to resolve problems and disputes arising from interpretations of the collective bargaining agreement.

In many ways I have felt that in this new position I have returned to my "roots" as a student personnel professional. Some days I feel like a student personnel generalist, spending my time in conferences somewhat like counseling, activities programming, mediating disputes. The legislative lobbying activities provide an outlet for the human rights activist who lives inside of me. My training in student personnel administration does help me to understand some of the difficulties faced by our own administration while at the same time I can use my understanding of interpersonal relations to convey my point of view to them. At times this can be most helpful.

CONCLUSION

Recently I had the honor of being invited to Southern Illinois University in Carbondale to address the student affairs staff on the issue, "Collective Bargaining and the Student Affairs Professional: Is It For Me?" The invitation came about because of my involvement as a professional in student affairs and as a member of my union.

The visit to the campus was wonderful for me. I saw old friends, some who had been in Carbondale twenty-five years ago when I was graduated and others with whom I have worked in those years as a member and officer of several state organizations.

I visited the campus, found both residence halls in which I had worked, and drove around the town. Both were somewhat of a challenge because both Carbondale and the campus have grown

so much since my graduation. I left the campus feeling excited that I will have an opportunity to see some of those people again at NASPA.

The visit had an impact on me because I realized that I feel as if I have very strong and deep roots in Carbondale, with the college student personnel program. The relationships which I have developed through the years with people connected with Carbondale are fine and important.

I also have worked closely with other people while I was at Trenton, and during the years I have been in Macomb. Most recently my work has included both the university and the union. I can see now that those roots (and loyalties) extend beyond Carbondale to Trenton, Macomb and the various universities to which my work in the union has taken me.

In effect, I feel "nurtured" by the contacts which I have had and will continue to develop. Certainly over these years I have changed in my approach to people, the techniques which I employ in my work, and, indeed, in the jobs which I have performed. Through it all I am learning that I am becoming more the person I can be and for whom I have the potential to be. Writing this paper has helped me to take a closer look at my career which I find I have really enjoyed. I suspect that the evolution will continue its progress and that if I am asked ten years from now to take part in a similar project the next section will contain works which are at this point only in the very first stages. Isn't that what our work really is all about?

My thanks to Bill Gorman and Michael Illovsky for presenting this opportunity to me!!

Reflections on my Development and Aging

Lenora W. Hylander

"In summary, have faith in God, make time for church, set a goal. Recognize that there are others in this world willing to assist you. You do not accomplish anything alone. Do not look back, always look ahead and try to do something every day to make this a better world."
—Lenora W. Hylander

We've heard it said that growing old is not for sissies! Seneca wrote, "The ultimate evil is to leave the company of the living before you die." When I consider the alternative, believe me, I'm trying very hard not to be a sissy and I'm striving to be active and productive. Oh—not at the same mad pace as a few years ago but just enough to give me a reason to get out of bed in the morning.

As I reflect on my stages of development I recognize that I was a late bloomer and it seems as if my "paid" counseling career was over before I was ready to move on to something else. The first IACD (then IGPA) convention I attended was held on SIU's campus in September of 1954. At that convention I had 15 credits towards a Bachelor's Degree, a three year old daughter, a new baby, and this was our vacation! Something happened as a result of attending sessions and rubbing shoulders with people who were so committed to the guidance and counseling movement. A seed was planted that finally matured into a teaching and counseling career that spanned twenty four years.

By June of 1969 I had completed a B.S. in elementary education and an M.S. in guidance and counseling at Northern Illinois University, and had taught kindergarten for eight years and second grade for three years. Our girls had become young ladies of fifteen

Lenora W. Hylander M.S. is a retired school counselor. Describing herself as a "late bloomer", Lenora recalls the years of her undergraduate and graduate studies. She served as a kindergarten teacher and later as a high school counselor and vocational programs director. Her professional organizational leadership at both the state and national level was extensive.

and eighteen years of age.

In the beginning years of my career, my husband, Ray, was my mentor. Joining him in that role was a Spanish teacher at the University of Illinois and Dr. Walter Wernicke at NIU. Ray believes I'm one of the first liberated women of the post World War II era. During the school year 1957-58 at NISTC only one other mother and I were full-time students. We were as rare as dodo birds! Understanding principals as well as a built-in laboratory school in the form of two school-age girls provided the incentive to pursue degrees in education. Three men at NIU, Drs. Kremer, Schmidt, and Nejedlo were extremely influential in charting my guidance and counseling career which began in September 1969 and continued until my retirement in June 1982.

Involvement in the professional organizations' activities of IACD, Mid-west AACD, and AACD has been extremely rewarding. Those experiences have enriched my career and personal life.

In summary, have faith in God, make time for church, set a goal. Recognize that there are others in this world willing to assist you. You do not accomplish anything alone. Do not look back, always look ahead and try to do something everyday to help make this a better world. Henry Van Dyke wrote: "I shall grow old, but never lose life's zest, because the road's last turn will be the best."

Time Line of Lenora Hylander's Development and Aging

1925	Born February 28
1939	Graduated from elementary school
1943	Graduated from high school and went to work for the Chicago Northwestern Railroad
1947-49	Attended one class per quarter at Northwestern University—downtown campus
1949	Married Ray Hylander
1950	Retired from C. & N.W. Ry.
1951	Ruth Ann Hylander was born
1954	Jane Alice Hylander was born First IGPA Convention attended on SIU campus

Influential People

	1956-57	Worked in the Bureau of Educational Research at the University of Illinois Took one course per semester at U. of I.	Husband Spanish teacher at U. of I.
	1957-58	Attended Northern Illinois State Teachers College full time	Dr. W. Wernicke Daughters
Initial Role	1958-69	Taught kindergarten, second grade, completed B.S. in Elementary Education at NIU in 1963, completed M.S. in Guidance and Counseling at NIU in 1969	Principals Dr. W. Schmidt Dr. B. Kremer
	1969-82	Counselor, Chairperson of Special Services, and Director of Vocational Programs at Lake Zurich High School	Superintendent
	1973	Completed requirements for Administrative Certificate Took course work regularly Published several articles	Principal
		Professional Organization Activities	
Middle Years	1973	IGPA Convention Program Chairperson	
	1976	APGA Convention Coordinator	Dr. Steve Horvath
	1977-78	IGPA President	Husband
	1978	ISCA—Counselor of the Year Award	Dr. Charles Lewis
	1978-81	Midwest AACD Senator	Dr. Robert Nejedlo
	1980	C. A. Michelman Award	
	1981-84	Midwest representative to AACD	
	1981-84	Trustee to AACD Foundation	
	1983-84	Member of AACD Executive Committee	
	1983-87	Elected to Barrington District 220 School Board	
	1983-84	Chairperson of League of Women Voters Child Care Study	Husband

	1984	Organized a before and after school care program (KEEP) "Kids Enrichment Experiences Program	Superintendent
Later Years	1985-87	Secretary to District 220 School Board	
	1987	"Agent to Change Award" from American Association of University Women	
	1987-Present	Partner in "Learning Edge", consultants for organizing quality/affordable child care.	
		Co-chairperson—Child Care Task Force for Northwest suburbs.	
		Member of Citizens Referendum Committee for Barrington School District 220	

The Development of a Professional Career

Merlin W. Schultz

"The greatest contribution that I may have made, took place in the years when I was a counselor working directly with the minds and hearts of young people so that they might better achieve their potential."
—Merlin Schultz

The opportunity to be a contributor to a special issue of IACD Quarterly describing events which influenced my personal career and which culminated in administering a pupil personnel services department at Maine Township High School District is really a mixed bag.

On the one hand I am flattered to be included in a select group whom I respect and admire, and, on the other, I find reviewing my life with certain "trigger" points not the easiest thing to do. I'm wondering why anyone would care anyway. However, I made a promise to Bill Gorman and that kind of commitment is the kind I keep and shouldn't be shoved under the rug.

Merlin W. Schultz M.A. is a retired guidance administrator. He recounts his days as a 16 year old high school graduate, music teacher, band director and history teacher, prior to his becoming a trained counselor. His illustrious and lengthy military service, his successful counseling career and his involvement in professional organizations highlight his life span endeavor.

There are so many ways to tackle this assignment. Chronologically seems the best bet for clarity. After all "life span" does start at the beginning and proceeds to an end!

In elementary school, my first grade teacher told my parents she doubted if I would ever learn to read. I did overcome that problem, but was again in trouble in the subject field of mathematics. Anyway, Mrs. Mabel Keane took a personal interest in my deficiencies and, through some motherly love and personal interest, she made learning more palatable.

High school got me enthused with music, tennis, dramatics and growing things. Variety, they say, is the spice of life, and I had lots of spice. My exposure to budgeting time got a real workout. However, in the early 1930's it became apparent college for me was but a dream. Halfway through high school, I made a complete "flip flop" in course structure, and, from there on, I fled "background" courses for the practical. My scholastic achievement took a turn for the better.

Graduating in a class of thirteen in 1933 at the ripe old age of sixteen, put me on the lowest rung of the ladder for getting a job. Available jobs were grabbed up by adults with families. A real turning point came when my father announced that I couldn't hang around the house, and that I might as well go on for more education. The Superintendent of Schools, Frank Ayres, (bless his soul) juggled my credits around and convinced Michigan State Normal College to accept me with no deficiencies. (Quite a miracle).

So, after four years of growing up and learning that there was a big world out there, a piece of parchment was given me saying that I had a college degree and a life teaching certificate. But no job. 1937 was not a vintage year for employment.

One job offer of $90 a month was rejected on an economic issue. I just wouldn't work for less than $100 a month. So fate stepped in again, and the University of Michigan accepted me for a graduate program. More growing up and more education. At the end of that year, employment was secured at a school, primarily as a music teacher and band director. Since this school never had a music teacher/band director before, and I hadn't been one before, the opportunity was interesting and challenging. Up to that time, my training and experience in music had been purely practical, empirical, and personal enjoyment. Three years of this was tiring on everyone, and a position opened up at a larger school. But, again, I ended up being band director. Interesting

assignment, but one's bravado and improvising eventually catches up with one.

In 1941, Pearl Harbor and the draft board entered the picture. I had a strong preference for clean sheets, food and a place to sleep, so I contacted the U.S. Navy. I discovered however, that my background in academic studies didn't fit the requirements for becoming a commissioned officer. I wound up with a wise and sage Lieutenant from World War I giving me guidance, encouragement and advice. He steered me to become a Yeoman third class petty officer and said, "If something changes, you will be the first to know, because the paper work goes across your desk." Sure enough.

Six months later, the U.S. Navy relented. Enlisted personnel with a college degree could apply for commissions and the math and science background would be waived. I applied, and, almost immediately, was given a commission, and sent on my way to win the war. No training, but a willingness and a moderate sense of determination. Not to be daunted, I charged in with gusto, and, five years later, I had enough experiences to warrant saying that I had learned a certain amount of leadership and emerged with a lot more gold braid on my sleeve. I learned to give and to take, and to accept the challenge of the unknown. Surprisingly, one can do a lot of things which are outside of one's direct experience and training. You just stick your neck out.

And what does this all have to say about career development? Is one a reflection of random events, or does one pattern his development through taking advantage of various experiences? I must conclude that fate, (God, nature, environment, luck, etc.) is an essential to a life pattern. Harold Pling, Vice Chairman of the Board for the Ford Motor Company was a student of mine in 1944 at the Navel Pre Flight School. He recently wrote and said to me: "Merlin, I was a very fortunate person. I was in the right place at the right time!" Planned career development? Maybe, maybe not.

A year before I was released from active duty, I applied for a teaching position at Grosse Pointe High School in Michigan. It was my idea that this was the best high school in Michigan and why not aim high? Something impressed the superintendent and his staff, because I got the position, subject to my release from the Navy. This time, I finally got a teaching assignment in my major field of American History, American Government and Economics. This went of for five years, but I kept feeling something

was lacking. I liked what the counselors were doing, because it seemed to me they got a chance to work with students in areas of concern which were more significant.

Even a stint as a coach didn't fill my desire to work with young people. The Korean War came along, and I was back on active duty again running a Naval Training Center. When this duty ended two years later, (1953), I asked for a leave of absence from Grosse Point High School to go back to the University of Michigan to prepare myself for an administrative position in guidance and counseling. This was granted and was a decision that changed the course of my life. It was going to take a little while, but doors were going to open up, and my internal desire to change my occupation to counseling was about to take place.

1953-54 found me learning counseling theory and practice with Stuart Hulslander, Edward Roeber and Harlan Koch. It was a period of ferment, with disciplines of one theory trying to out distance another. I finally found a man named Thorne who I could more closely identify with my thinking of eclecticism. I tried to use ideas from many sources and then practice what worked. Dr. Roeber was flexible enough to accept this approach. He, of all people, gave me the support I needed. His condition for accepting my dissertation was that I would write an article on it for the Personnel and Guidance Journal. This I did and it was a bargain for me.

Returning to Grosse Pointe as a counselor, I still had much course work to complete. John Rothney's views and ideas were so down to earth that I started to pattern my counseling on a more consistent and level path. In 1962, the University of Michigan Graduate School broke down and gave me a coveted document which said I was now qualified to be a pupil personnel services administrator. This was all to the good, but this position was held in our school district by a good friend who had a longevity equal to mine. The years of 1955-63 were productive as a general high school counselor. I felt I was doing something relevant and meaningful. There was a feeling of comfortableness in being accepted in a new field of endeavor. During this period, I spent five summers teaching various counseling courses at different universities. The rapport established with graduate students came from experience and mutual feelings. Constructive work in a congenial atmosphere made for success in modifying behavior.

In 1962, I learned of an opening at Maine Township High School, district 207, for a district wide administrator for guidance

services and educational research. I applied, and was offered the position, but, because of salary differences and my liking for what I was already doing, I declined the move.

Never let it be said that opportunity doesn't knock twice, because the next year, I got the same offer, and my conditions on salary were met. I was Illinois bound! That piece of paper from the University of Michigan was going to be put to use. I jumped in with fervor in applying myself to reorganizing the guidance department. Also, my job was flexible enough, that I took the bit and started extending my relationships within the state and, then, nationally. My Superintendent, Earl Willtse, was most supportive, and, without his urging and blessing, such time commitments could never have been made.

Thirteen years later, in 1976, I retired. This didn't mean the end, but it was the beginning of a new phase of my life, one that has had some new challenges and plenty of problem solving experiences. This retirement was planned and was one of the conditions made by me when I accepted the Illinois job. Thirteen years of viable service to the school district, AACD, IACD, NVGA, IVGA, ACES, CPGA, ACT, NMSQT, Suburban Chicago Personnel Services and NCA! A busy and productive 13 years!

One thing stands out as a truism. The last year (1962) that I was an active counselor and also teaching graduate classes to counselors, I remarked to them as follows: "My ability to help you in your counseling growth will never be greater than now. I will be accepting an administrative position starting in the fall. That touch of sureness and rapport will diminish, and you, as students, will be the first to sense it."

Today, 1989, the feeling still exists. The greatest contribution that I may have made, took place in the years when I was a counselor working directly with the minds and hearts of young people so that they might better achieve their potential.

I too have a dream, but even my colleagues in the counseling program are reluctant to support it. It is light years away. You see, I feel the public schools are in need of a gigantic overhaul. I would, if given the chance, like to see a prototype school district adopting a tri-part professional balance of talent. I see the administration sharing its authority and responsibilities equally with the teachers and the pupil services personnel. I look upon the pupil services staff as having equality with the subject matter teachers and the administration. The current attitude of supportive services (ancillary) for psychologists, counselors, social workers,

etc. would be replaced by a new order with everyone on the front line, working together as a team to provide for the well being of the students. Sharing leadership is just as important as sharing responsibilities. Pupil personnel workers would not be add-ons and expendable to any more extent than the teaching staff or the administration.

Public schools should be committed to a basic test that they exist to help young people live a better life. There is more to the institution of public schools than subject matter and management. Pupil services have never been given an equal place in the sun and, yet, they get charged with a multitude of responsibilities that get spun off the present structure. It is time for lip-service to end and to have the system change and reflect a schematic that meets conditions that are current today. At least someone should give it a try!

Of all my occupational roles, there is absolutely no doubt that my years spent in various aspects of counseling were the happiest and most productive. Someone (fate) gave me lots of opportunities and let me make lots of decisions. There is a sense of satisfaction in taking part in helping future generations but better still is the feedback one gets from those to whom one provided a helping hand. You get the feeling that maybe you did something right after all.

A Professional Development Overview

Raymond A. Hylander

"When working with students at the high school and community college levels, especially in sessions for educational and career planning, my input almost always centered around the theme 'Be prepared to take advantage of the opportunity when it comes'. It worked for me, and I saw it work for others."

—Raymond A. Hylander

When working with students at the high school and community college levels, especially in sessions for educational and career planning, my input almost always centered around the theme 'Be prepared to take advantage of the opportunity when it comes'. It worked for me and I saw it work for others.

The G.I. Bill presented the first opportunity for me. I had completed a college preparatory high school program, but college was not in the picture. After World War II, the opportunity for college presented itself, and I was able to take full advantage of it.

I had no specific career goal when I enrolled in a liberal arts curriculum. It was a European history class where the professor, a person very interested in the veterans in his classes, told us of a testing and counseling program being conducted by the Veterans Administration on the campus of the University of Chicago. I completed that program, changed my major, enrolled at Northern Illinois State Teachers College and completed my degree two years later.

Lenora and I were married right after graduation and she saw me through my masters program at Northwestern University. While at Northwestern, I studied with Dr. Shirley Hamrin who presented an excellent role model for a beginning counselor. He

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Raymond A. Hylander M.A. is a retired college counselor. He attended college after World War II as a veteran on the G.I. Bill. Raymond later served as a high school teacher and counselor. He served as a member of the first counseling staff at William Rainey Harper College. His involvement with both state and national professional organizations has been extensive.

was also instrumental in my obtaining my first counseling position at Barrington Consolidated High School.

After nine years of counseling and teaching at Barrington, I accepted the position of director of guidance at York Community High School in Elmhurst. In the mean time, though, I had returned to graduate study at the University of Illinois where I studied with Dr. Fred Proff and Dr. Mehrle Ohlsen, both of whom had a great influence on my career and my involvement in professional organizations. My obtaining the position at York, I feel very certain, was on the basis of the recommendations of these two gentlemen. The eight years at York were challenging and professionally very satisfying. It was at this juncture that I became actively involved in the professional organizations. More on this later.

The community college became a reality in Illinois by legislation passed in 1965. In 1967 William Rainey Harper College opened in Palatine and I was a member of the first counseling staff.

It was at Harper College where I became more actively involved in the state and national professional organizations. Dr. Guerin Fischer who was my dean was very supportive of my active involvement with the Illinois Guidance and Personnel Association, now IACD; and the American Personnel and Guidance Association, now AACD.

For me, it has been very interesting to watch a group of guidance workers form an association that was very informal to begin with, develop into a statewide, formally organized association, a chapter of the national organization. My first IGPA convention was in 1951 at Eastern Illinois State Teachers College. It was at this meeting that I met C.A. Michelman, Wendell Dysinger, and Leo Bent, the organizers of IGPA, with whom I had much contact for years to come.

In 1967 I served as president of IGPA. It was a peak experience to be elected by my colleagues throughout the state. Since then I have served on many committees for the organization as well as for chapters and divisions. Ten years later, Lenora was elected president of IGPA. In addition, both Lenora and I have been recipients of the C.A. Michelman Award. We are the only husband-wife team to have served as presidents and to have received this award. We cherish this distinction very much.

My first contact with APGA was as a practicum student studying with Fred Proff. Attendance at the 1955 convention in Detroit was required and I have been grateful for being "forced" to go even

though it was a financial burden for a graduate student with a family.

Reflecting on my professional career in preparation for writing this paper has been good for me. It has brought into focus the number of people and happenings—far too many to include here—that have had a strong influence on my career. All through the highs and the lows of my professional and personal years, Lenora has been my strong support. Our being in the same profession has probably given us each an advantage by having a built-in support system. Our coordinating the 1976 APGA convention in Chicago was a great experience. We have often referred to attending a state or national convention as being like a family reunion because we have so many friends in common.

We are now retired from the professional life. Time has passed too quickly, but we still maintain our contacts with the active professionals in guidance even though we are not involved on a day to day basis.

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- New Students and Stress: Implications and Interventions
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Transnationalism: Education and Counseling for The Next Century

Dr. Alan Stone

There is an old joke about national stereotypes: *Heaven* is when all the police are English, all the cooks are French, all the engineers are German, all the bankers are Swiss, and all the lovers are Italian. *Hell* then is when all the police are German, all the cooks are English, all the engineers are French, all the bankers are Italian, and all the lovers are Swiss. It is a cute quip, but the stereotypes don't hold in reality anymore.

Every year we are less distinctive and more like each other. I arose this morning to the buzz of a Swiss clock, shaved with a Swedish razor, dried my hair with a dryer made in Mexico, brushed it with a brush from Hong Kong, read a newspaper made from Canadian trees, watched the news on a Korean made TV, put on Italian shoes, an Argentine belt with a French name, a Sears shirt made in Singapore, and had coffee from Columbia and kiwi from Australia.

The most American thing about my morning was probably the Michigan Lake water in which I showered. Americans will consume almost a billion dollars worth of foreign goods today. When I entered college (1960), only 25% of American goods faced competition. Today 70% of our goods compete internationally.

The new term which describes the movement toward global economy which transcends national boundaries and pulls people together is transnationalism. Economists point to several developments which signal a different way of doing business in the next century—a way that increasing has little reference to nations or national interest.

One development is the new regionalism. Last year, the U.S.A. and Canada signed an agreement to create a free trade zone. By 1992, the European Community will restructure itself to provide

Dr. Alan Stone made this presentation at the 1989 IACD Convention in Chicago. He was an invited guest speaker of the Convention Committee. He is President of Alma College, Alma, MI.

for free trade and a common Eurodollar. Some economists suggest a new pacific rim alliance, Korea-Japan-Taiwan, may be in the making.

Less obvious, but perhaps more significant is the development of international currency and credit exchange. Everyday, billions of dollars in stocks, bonds, and currency surge around the world in nanoseconds as green blips on computer screens.

A third development of great concern to Americans right now is the international investment in American industry and real estate. Foreign investment in the U.S. has quadrupled since 1980. Almost half of downtown L.A., Houston, and Washington, D.C. are owned by foreign interests. Ten percent of all American manufacturing is owned from abroad. The selling of America is new and alarming to many Americans. Actually, it is more the inevitable transnationalization of our economy than a British, Dutch, or Japanese takeover. Americans still own as much abroad as is owned by foreigners here.

The fourth development, rising international consumerism, is the central factor in the global economy. The increasing consumerism which has driven the American economy for thirty years has now spread to Europe, Japan, and Korea. The world will increasingly be one economy with several markets tied together by sophisticated information networks. These stretch beyond nations and national interest to the interests of individual consumers and international companies owned by those consumers from numerous countries.

The question is whether the U.S. is still fit enough to play in this transnational arena.

In the last ten years, we have also witnessed the U.S.'s loss of dominance in world trade. Ever since WWI, the U.S. was first in almost every category of international comparison, but then beginning in the seventies with TVs, then other electronics, then cars, then heavy machinery, we witnessed one decline after another. In the last two years, Japan sold $150 billion of goods to the U.S. while buying about $60 million in U.S. products. The declines became benchmarks for a changing U.S. economy. In 1984 for the first time in 75 years, the U.S. shifted from a creditor to a debtor nation. Between '60-'89, U.S. percentage of world trade shrank by 1/2.

Decline in world trade resulted in a shift from a predominately manufacturing economy to a predominately service economy—with it came reduced incomes and reduced manufacturing

employment. I could go on, but newspapers are filled with such statistics.

Much as the British were dismayed over the loss of their Empire following WWII, the U.S. is frustrated by our loss of trade dominance. The national buzzword today is economic competitiveness. But, have we really lost economic competitiveness—no, what we have lost is economic dominance.

There are some very disturbing signs in much of the call for so-called "regaining American economic competitiveness". What many really want is to return to the old glory days. That will not happen—it denies all reality of the last 10 years. Today the rules have changed—we need to play differently.

Americans still get caught offguard by world economic events. They occur in places we have never heard of and in languages we have never understood.

The U.S. needs to develop a global perspective, needs to break through our localism, our parochialism. The other nations are gaining ground on their terms now and our ethnocentrism stands as one of our greatest hurdles barring effective competition under the new rules.

Parochialism and ethnocentrism are educational problems. Take for example something as simple as the metric system. Only three countries in the world still use the British system of weights and measures...the U.S., Burma and Liberia. In the mid-1960s, the U.S. tried to go metric, but failed educationally to get beyond our parochialism. Except for a few areas such as beverages, computers, photography and science, the country is still not metric. Trading in a world economy requires metric measurements. Many countries will refuse shipments in quarts or in containers which are not sized in meters and centimeters.

Politicians are now talking about education being central to competing in a world economy, but what are we doing in comparison to the competition? The literacy rate in the U.S. is 83%; Japan is 99%. High school completion is 73% in the U.S.; 90% in Japan. The length of our school year is 180 days; 240 days in Japan. (This means in 13 years the average Japanese youth has 4.3 more years of school.) Germany and most of Europe put in 220 days per year.

Where the U.S. excels is in higher education which is unsurpassed on this globe. In the U.S. 1/2 of the high school graduates go on to higher education. This is far more than elsewhere in the world. But, the other half of the U.S. citizens

lag far behind those in other modern nations.

In a recent international survey of geographic comprehension, U.S. adults ranked sixth among nine leading nations—only Mexico, Great Britain, and Italy trailed. Among U.S. adults 75% don't know where the Persian Gulf is; 54% couldn't find Japan on a map; 68% couldn't find Vietnam; and 51% couldn't find South Africa.

The President of the National Geographic Society responded, "You have heard of the 'lost generation'? We have found them and they haven't the faintest idea where they are."

In a recent UN survey, American students ranked next to last in comprehension of foreign language. Only one percent of U.S. elementary students are introduced to foreign language. Only eight percent of universities require foreign language. Only five percent of college and university graduates are fluent in a second language. The U.S. Foreign Service is the only foreign service you can enter without a foreign language, and the U.S. is the only place one can get a PhD without a foreign language.

Does language really matter in World Trade? Yes! About 10,000 English speaking Japanese are doing business in the U.S. Very few of the 2,000 U.S. businessmen in Japan speak Japanese.

Japanese students learn English, 80% of high school grads have 2 or more years. By comparison, U.S. colleges and universities graduated only 1,000 Japanese majors or minors last year. We owe Japan some $82 billion and can't even speak their language. How do we expect to overcome the trade imbalance? It is very easy to buy in English, but much harder to sell with only English. Business in Japan flows through personal relationships, much more than through institutions. It is hard to build trust or friendship without speaking the language.

Coming from Michigan, let me use the auto industry to illustrate how many large American companies are keeping afloat. Ford has moved back to profitability after serious losses in the late 70's and early 80's by making gains in European production and from processes developed by their 25% affiliate, Mazda. Iacoca's great red, white, and blue company, Chrysler owns 24 percent of Mitsubishi. Those two companies went 50/50 on the plant in Normal, IL which now produces cars with both name plates. Together they also own part of Hyundai in Korea. General Motors owns 42 percent of Isuzu in Japan, which is starting a joint venture with Subaru in the U.S. Conversely, in Tokyo, Honda is trying to gain leadership in the Japanese market by shipping American

made Hondas back to Japan. Europe, as is Japan, is laced with partnerships like the recent Ford purchase of Jaguar. (Would not that be the ultimate disappointment—to buy a Jaguar and find out it is really just a Ford?)

International business is doing what international politics failed to do in bringing the world together. Business has superseded nationalistic goals and interacted in a world market which emphasizes interchange exchange, commonness and communication.

New rules are emerging—one sees it in the advent of Glasnos, the destruction of the iron curtain, the ascendancy of Korea, Singapore, Taiwan, and Japan, and in the economic revival of Europe. Suddenly, the industrialized and educated nations are more together.

Transnationalism is driven by technological advance.

The global economy is less and less material intensive. In the last 20 years, Japan has increased its productivity 2½ times while just barely increasing material or energy consumption. Their products contain half the raw material as two decades earlier. Consider the raw material in a computer chip.

The new economy is less labor intensive. New tools, robots, and computers are reducing labor needs and increasing production. Industrial workers will be fewer, more productive, better paid; unemployment will decline in the face of maturing populations in developed countries in the next century.

The transnational economy is agriculturally sufficient. Countries traditionally plagued by famine, like China, are now self sufficient. India has become an exporter of food stuffs. Famine in areas like Ethiopia is the result of failed national politics, not the world economy which has produced a glut of food products in the 80's, which will continue into the next century. Today, only Japan and the Soviet Union import significant amounts of food. The percentage of those farming world wide will continue to shrink each year while the production will increase substantially into the next century.

These three factors, barring open international conflict, will produce a global economic boom which will lift most developed and developing nations to new levels of prosperity. Sadly, the same boom will sink some "have not" nations.

Competitive advantage in the transnational economy of the next century is less and less tied to traditional factors of cheap labor, raw materials, or agrarian resources. The most important com-

ponent—information—has little material or energy cost at all.

The question is whether U.S. economy has become too weak to participate in the new boom as anything but a second class partner. How do we stack up? How well are we prepared for Transnationalism?

I have given us a report card. A "+" means the U.S. is improving; a "-" that we are slipping.

Intercultural Understanding	D+
Foreign Language	F+
Parochialism	A-
K-12 General	C+
Higher Education	A-
International Business Acumen	C+
Economy	C+
Savings	C+
Debt	D+
Inflation Control	B+
U.S. Dollar Stability	B+

I am actually very optimistic about the U.S. economy. Economists have predicted a recession in the U.S. for 10 years which hasn't come. Globilization is changing the boom-recession cycles. Now we face transnational recessions in particular industries rather than national recessions.

The opportunity is there, but several things must happen to increase participation in transnational economy of the next century.

The agenda for education K-12 is to become much more competitive generally and much stronger in regard to international education specifically. The U.S. spends more per pupil on education than any other country, yet lags far behind most developed countries in performance. Becoming competitive by international standards will require more time on the task than we presently expect of students. *A Nation at Risk* correctly calls for a return to focus on the basics, foreign language and arts. Language needs to be taught at lower levels where it is introduced

easiest and it needs to be accompanied with an emphasis on geography and world culture.

More important is getting the American system on an urban school year of 200-240 days, rather than the traditional 180 day calendar. Such a move would not only provide more time on task, a critical element to K-12 education; it would lengthen the time required and increase the pay for teachers; it would eradicate the lost summers when students lose up to a month of knowledge; and it would address the child care crisis of summer. Getting competitive requires more teachers (less administrators and specialists) and higher pay. (Japan pays teachers ten percent more than any other class of civil servants. If compensation is a symbol of value; the U.S. puts more importance in police and fire protection.)

At the secondary level, study abroad and student exchanges should become commonplace. At the elementary level, interest in international affairs can be piqued with visits to foreign owned plants, contacts with immigrant populations, and class visits by travelers to other lands.

Finally, in K-12, teach openness, toleration, and understanding.

The agenda for higher education is lengthier, but no more important. Competence in a second language is a must for business of the future. While English is still the language of business, it is only so because of the U.S.'s ascendant position. As other countries replace the U.S. at the top, so other languages will threaten the English hegemony over business. (Remember when college students went into business to escape the foreign language requirements; today, it is they who need competency most.) Intensive language programs, language weekends, and language houses work in gaining verbal competency; and it is competency, not required courses which is crucial.

There is a need to focus on international concerns to counteract our ethnocentrism. American higher education, despite all the warnings of the seventies and eighties, is still surprisingly Western. Both curricular and co-curricular activities need the international, cross cultural context which comes only from persistent focus on things abroad.

Colleges and universities need to encourage international students to attend their institutions, arrange for study abroad programs for their American students, provide junior year exchanges, set up campuses and programs abroad, and provide international internships. Faculty need opportunities to study

abroad, to exchange housing, to teach abroad, to travel with students, to work with international companies, and to collaborate with international faculty.

For a long time, since WWI, most Americans have assumed that we had the answers for the world. The world no longer believes that. A country with the highest homicide rate among industrialized nations, a nation with the highest rate of suicide, a nation with one of the higher rates of infant mortality, a nation with 6 million people with drug problems and 50 million people with alcohol problems, can no longer preach to the rest of the world. We need to listen to the rest of the world. Other cultures have much to teach us about living together.

For a time, international counseling was devoted to getting others to "fit in"; now the time has come to listen to those from other contexts, other countries. They need to help us change, not just fit into that mess I just described. America will not dominate the coming transnational economy; the question is at what level and how well will we participate.

The agenda for counseling for the next century must be to teach openness, tolerance, and understanding. We need to know how to listen, how to learn from others, and how to participate.

School counseling was founded because an external threat—the launching of Sputnik and Russia's seeming superiority in science. Today, there is an internal-external threat: that the youth of the U.S. with all of its wealth, will not be able to participate in the emerging global economy.

The skills people will need in the next century are:

- higher technical skills
- ability to communicate electronically (computers, telephones, videos and combinations)
- ability to control personal finances
- ability to change jobs often
- an international perspective (language, geography, understanding
- ability to work with others in group tasks, committees, and families
- a thirst for life-long learning—professionals will never get out of school
- exercise, fitness to keep up an increasingly productive work pace

New Students and Stress: Implications and Interventions

Dawn C. Tramontana

Student stress has recently attracted the attention of many college counselors and student affairs professionals. This, in turn, has led to an increased awareness of the effects of stress on college students. The first part of this article presents several definitions of stress in order to better understand its effects. The second part of this article examines the characteristics of students, freshman in particular, who exhibit stress. Finally, the third part of this article addresses several intervention strategies that counselors and student affairs professionals can use in reducing the effects of stress on new students.

INTRODUCTION

The concept of stress has received considerable attention in previous research (Ramsey, 1986; Whitman et al., 1989) which has led to an increased awareness of the effects of stress on individuals in society today. The intent of this paper is to focus on the importance of stress in higher education and its impact on the student population. Counselors and student affairs professionals are in the best position of any group in higher education to understand this concept and to intervene to reduce its effects on college students.

The freshman year, particularly the first semester of college, is a transition period for students. College freshman experience significant changes in their lives, especially in meeting new people during the first semester. According to Roberts and White (1989), "the transition to college can constitute a period of new and intense academic, personal, and interpersonal pressures, demands, and life changes that can increase stress and vulnerability to mental and physical health (p. 519).

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VARIOUS DEFINITIONS OF STRESS

Effects of excess stress on new students are of concern to today's educators. To effectively deal with these effects, educators must understand the term. The concept of stress has not always been clearly defined. According to Mechanic (1962), "stress has been used interchangeably to mean anxiety, depression, and difficulty in adjustment; therefore, its scope and applicability have remained elusive" (p. 3).

The most widely quoted definition is that of Hans Selye (1974) who defines stress as "the nonspecific response of the body to any demand" (p. 11). Selye's research has focused on the body's physiological responses to threat. It is his position that these reactions result from environmental pressures, a definition that is narrower in scope than that of most researchers.

Other researchers have defined stress in terms of environmental changes, therefore, making stress somewhat of an individual matter. How students perceive the immediate environment, their personal lives, and tasks confronting them serves to define, in a unique manner, people and events as potentially dangerous or relatively harmless (LaGreca, 1985; Ramsey, 1986). This approach, then, is more of a subjective experience of stress because individual characteristics or patterns of behavior influence the individual's susceptibility to stress. According to Altmaier (1983), "some researchers hold that these vulnerability factors are of greatest importance in the experience of stress" (p. 4).

Stress can also be a part of a complex interaction between personal and environmental factors. When the demands on individuals exceed their resources for coping with them, they experience stress. "This view has been used by a wide variety of researchers as all-encompassing of bodily, emotional, and cognitive reactions in interaction with cultural, situational, and internal changes" (Altmaier), 1983, p. 4). All of these definitions can be applied to new college students and can aid counselors and student affairs professionals in intervention.

CHARACTERISTICS

A higher education institution influences new students in two ways: through the kinds of students it admits and through the influence it exerts once they are enrolled (Bloom, 1975; Giddan, 1988). To provide effective interventions to combat stress, it is

important to consider how students' characteristics affect their college development. Also, it is important to consider how the climate of a college can influence new students.

Many freshmen are worried about whether they will succeed in college academically and whether they will find peer groups with which to affiliate. They worry about becoming familiar with the campus environment. The uncertainty about their ability to succeed in college and the newness of an environment that may be threatening creates anxiety or stress for many new students.

Most of these students will be independent for the first time, free of parental restrictions and influence. They will be establishing themselves as autonomous individuals, achieving independence and assuming responsibility for their lives. Chickering (1972) asserts that new students will struggle with their new identities as they become more aware of who they are. Becoming more autonomous is an important part of development for freshmen.

Many freshmen have a need to affiliate and identify with one another. Peer groups are a powerful influence on new students' lives because they have a need to replace family support systems with peer support systems. According to Chickering (1972) it is because these students have common backgrounds and goals that they have a strong need to influence and be influenced by one another.

The college experience for most students, especially freshmen, is a stressful one. By attending college, new students add additional stresses to their lives. They must find new friends; adjust to a new environment; succeed academically; and deal with career choices, interpersonal relationships, and other developmental issues (Chickering, 1972).

It is important to identify those students who respond to change with distress. According to Altmaier (1983), "in general they are easily identified by the following: their behaviors are impatient; they worry about getting things done; they find it difficult to relax; and they describe themselves as competitive and achievement-oriented" (p. 25). Stress can be detrimental to an individual's health, but Selye (1974) cautions that not all stress is negative. In many cases it can serve as a motivator for students to achieve their goals. Counselors and student affairs professionals must be observant of those new students who are in distress if they are to effectively manage stress on their campuses.

INTERVENTION STRATEGIES

Counselors and student affairs professionals are important sources of information and support for new students on the campus. They are in a position to identify students in need of help and to make referrals when needed. Individuals and group interventions can be used by these professionals to effectively reduce or eliminate stress. In particular, four programs or approaches can have substantial impact on the college campus for helping new students reduce stress. These are 1) group approaches, 2) academic advising and counseling, 3) residence hall programs, and 4) campus change (physical environment) programs (Giddan, 1988).

In the past, attempts to reduce stress-related problems were conducted in the traditional individual counseling setting that sought to identify stressors and to teach coping skills so that new students would function more successfully. Recently, there has been a shift to group approaches. Among these are peer networks, in which students are trained to identify the changes taking place in their friends and to offer support and advice to those students who need it; group counseling or self-help groups, in which students are urged to emphasize self-expression, listening skills, and self validation under the direction of a trained leader; and orientation courses, which are used as a means of helping entering freshmen benefit from and cope with what they experience after enrollment.

Academic advising and couseling can be effective in helping new students to choose a major and in helping them with academic difficulties. "Activities may include survival orientations, testing and study skills, and study habits guidance" (Giddan, 1988, p. 41). The academic advisor can serve as a friend and guide for students and can refer them to the appropriate groups and facilities to meet their specific needs. Advising and counseling can be of particular importance at a time when new students experience a significant amount of stress.

Resident assistants in campus residence halls can offer assistance to new students in helping them to adjust to campus life. Typically, these assistants serve as quasi-counselors. They can help new students with personal, academic, or adjustment problems. In addition, residence halls can provide an opportunity for encounter groups and conflict resolution. When these programs are utilized and carefully developed, residence assistants,

with appropriate supervision, are able to conduct stress and developmental workshops to help new students with their problems (Chickering, 1974).

Finally, the campus environment can be physically changed to help relieve stress-related problems. Students should be able to arrange study rooms and lounges to produce a pleasant and relaxing environment. Academic departments and services can be linked to facilitate integration of information so that students get the help they need, both quickly and efficiently. These ideas are just a few suggestions, but the environment can be changed in many different ways to make the campus as non-threatening as possible for new students. It is important to note however, that this approach is the hardest to utilize because it is more dependent on finances and resources than other programs.

Student stress is certainly unlikely to go away in the near future. The campus community therefore needs to be sensitive to identifying stress, understanding factors which cause it, and to implementing interventions for new students. Programs must be constantly evaluated to check their success rates and to be sure that they are dealing with the current types of stress most affecting freshmen. The challenge lies particularly with campus counselors and student affairs professionals who are in the most unique position of all to bring about change and reduce the effects of stress.

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Understanding and Meeting Needs

Diane L. Kjos

Career indecision is multi-dimensional and complex. Counselors need a range of interventions to meet the needs of the career-undecided client. The author reviews the correlates and determinants of career indecision and suggests possible interventions.

UNDERSTANDING AND MEETING THE NEEDS OF THE CAREER UNDECIDED

Can you help me decide on a career? Is this the right choice for me? How do I know this is going to work out for me? Maybe I should just forget about making any changes right now.

Career choice is a statement about one's meaning in life and a reflection of self. Questions clients ask themselves and their counselors reveal their concerns about making career-related choices in their lives. The client who asks the counselor to decide for them could also be asking the counselor to give them an identity. They may be asking the counselor, "Tell me who I am."

The task of fitting one's sense of self to the world of work is not always easy. Nor is it easy to embark on life changes such as starting on a new career path or going back to school. Underlying these concerns is doubt. The client doubts the rightness of decisions once made and their ability to deal with the change the decision might bring about.

Career indecision is defined as a self-report of 'undecided' about a career direction. Passivity could be an indication of career indecision. The client asks, "Tell me what to do." Frequent changes in career choice also suggest career indecision. This problem, not unique to one age group (F. M. Slaney, 1986), provides a challenge to career counselors.

Career indecision is multi-dimensional and complex. Several factors can influence any one client's ability to make and follow

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through on a career decision. For example, a client's indecision may be due simply to the lack of information or necessary maturity to make a choice. On the other hand, it can be a reflection of chronic indecision or resistance to change.

The counselor who would meet the needs of career undecided clients needs to use a range of different strategies related to client needs. Several career-related interventions appear to reduce career indecision. The counselor also needs to understand and use interventions related to anxiety, motivations, and resistance.

This article addresses some of the determinants and correlates of career indecision, and reviews reported interventions. The author then suggests interventions to reduce anxiety, increase motivation, and reduce resistance in career undecided clients.

Determinants and Correlates of Career Indecision

Anxiety appears to play a role in career indecision in three ways. First, career-undecided persons are often more anxious than others. Several studies indicate a higher level of trait anxiety in career-undecided subjects (Berger-Gross, Kahn, & Weare, 1983; Fuqua, Seaworth, & Newman, 1987; Kaplan & Brown, 1987; O'Hare & Tamburri, 1986). Second, just thinking about career choices can raise anxiety. Students who completed a career-planning questionnaire showed raised anxiety levels in a study reported by Berger-Gross et al. (1983). In either case, anxiety inhibits decision-making ability. Anxious decision makers have difficulty assimilating and using information about themselves and careers (Greenhaus & Connelly, 1982).

Self identification and efficacy also influences career indecision. Some clients have little experience or skill in independent decision making. Unable to decide, the client looks to the counselor for an answer. In other cases, the client becomes confused by advice from family members and friends. They have difficulty separating personal wishes and goals from those of others. This problem is most evident in individuals with an undifferentiated or weak sense of self (Zingaro, 1983). Other researchers have noted two related factors which may contribute to career indecision. These are low self esteem (Robbins, 1987) and a high external locus of control (Cellini & Kantorowski, 1984).

A dysfunctional family system may also play a part in career indecision. Lopez and Andrews (1987) suggested that career indecisiveness be viewed from a family systems perspective.

Schumrum and Hartman (1988) noted personality characteristics of adult children of alcoholics which parallel those associated with chronic career indecision. These include trait anxiety, identity confusion, and attribution of causality.

Additional factors that can inhibit career decisions include personal or psychological problems, fear of failure, or low interest in work itself. Thus, accurate assessment of indecision should include clinical judgement, psychological measures, and behavioral and environmental indicators (Fuqua & Hartman, 1983).

Interventions

A variety of interventions are relatively effective in reducing career indecision. These include courses, assessments, and group and individual counseling.

Educational interventions appear most frequently among the reports of strategies used to assist undecided clients with career decision making. Among these are decision-making training (Mitchell & Krumboltz, 1987), a career and self-exploration class (Carver & Smart, 1985), and a career course (Lent, Larkin, & Hasegawa, 1986). Educational interventions help clients learn more about themselves, potential careers, and ways to make decisions. The interest and feedback of the instructor and interactions with fellow class members motivate students to make and follow-up on choices.

Increased awareness of career options through interventions such as vocational assessment, and individual or group counseling also influence career decision making. For example, the administration of either the Strong-Campbell Interest Inventory or the Vocational Card Sort yielded significant treatment effects on career-undecided reentry women (R. B. Slaney & E. T. Lewis, 1986). Schroer and Dorn (1985) reported that a group counseling program assisted in reducing career indecision. Cooper and VanMatre (1986) compared group and individual counseling to reduce career indecision. They found no significant difference between the two approaches; both were equally effective.

Intervention Strategies

Counselors use many approaches to motivate and encourage clients to make changes. Kanfer and Schefft (1988) divide these into three groups. Some methods attempt to increase existing motivation. Others help simplify the action steps necessary to

move towards a goal and thus make it easier for the client to make changes. A third group helps the client to develop needed motivation to change.

Motivation for change increases as the client develops a sense of trust and confidence in the counselor. Interventions that encourage autonomy or self efficacy on the part of the client further this motivation. The counselor can increase motivation for change in several ways.

1. Help the client set behavioral standards, goals and self-consequences. For example, the client may set a goal to do a specific number of informational interviews in the coming week.
2. Suggest the client use self-monitoring techniques. Journals, check lists, and self reports help the client become self-encouraging.
3. Encourage the client to identify rewards for performance. Thus, the client might reward themselves for completing meeting an informational interviewing goal.
4. Suggest the client list potential rewards of successfully reaching the goal.

Not all clients have a clear perception of the action steps that might be needed to reach a particular goal. Others have fears about what will happen as a result of or during a particular activity. For example, the client might delay applying for a job for fear of getting rejected. The counselor can help reduce anxiety and fears by helping the client simplify or clarify the action steps needed to reach a goal. Counselors use several strategies to help clients identify action steps and reduce anxiety.

1. Help the client set small goals and define action steps to reach these goals. Thus the counselor might ask the client to think of steps they need to take before beginning a job search.
2. Encourage the client to do specific tasks related to the goal and build on these tasks. One such task would be a search of want ads and to identify jobs the client might want to apply for in the future.
3. Use role play, video, or mock interviews to reduce fears about the unknown or possible bad outcomes.

Some clients have little motivation or are resistant to making a change. The counselor then needs strategies to help the client develop the motivation or reduce the resistance to change.

1. Help the client set and meet small, short-term goals. Suggest the client do a specific task for discussion next time.

2. Use language that affirms client ability to choose and responsibility for choice. By helping a client realize they have a choice, the counselor can encourage and support decision making.
3. Reframe the client's experiences or thoughts in a provocative way. This helps the client view a particular event in a new, and possibly creative way. Thus, getting fired from an unliked job becomes a gift or opportunity rather than a disaster. Indeed, the counselor could congratulate the client for achieving the freedom to concentrate on the goal of finding a more satisfactory job.
4. Recognize and use resistance. The counselor can acknowledge a client who fails to follow through on an agreed upon activity for choosing a preferred alternative. Further, the counselor might use a paradoxical approach by suggesting the client continue "not doing."

Conclusion

Career indecision is a multi-faceted construct which challenges the counselor to a careful assessment of client needs and the implementation of a variety of intervention strategies. Anxiety, self concept, attribution of causality, and personal problems are among the factors the counselor needs to consider. To be effective, the career counselor needs to develop interventions to fit individual client needs.

In addition to traditional career-related interventions, the counselor can tailor specific strategies to enhance client motivation and self efficacy, reduce anxiety, and address client resistance. Thus, the client who says "Tell me what to do," is more likely to become a confident, career-directed individual.

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The Use of Touch In Counseling

Bradley J. Provines

This article examines several factors regarding the use of touch within the counseling relationship and suggests guidelines for its use.

INTRODUCTION

Touch, a universally powerful form of communication, is perceived by some counselors as an essential therapeutic tool (Potter, 1984) while others maintain a strong taboo against any form of physical contact between counselors and clients (Forer, 1969). The purpose of this article is to endorse neither position, but rather to examine contextually several contributing factors for practitioners to consider in making ethically sound decisions whether to touch their clients. These include: (a) the counselors' theoretical rationale and intention for initiating the touch, (b) defining appropriate touch within the counseling relationship, and (c) client reactions to the touch based upon their cultural background, sex-role orientation and presenting therapeutic concerns.

COUNSELORS' THEORETICAL RATIONALE

Counselors' theoretical rationale will influence their decision to use touch as part of a therapeutic repertoire. Several body-oriented psychotherapies employ the element (touching) as a component of the treatment process. Perls (1965) believed that touching is a natural part of the therapist-client relationship. It is used to ventilate emotions and memories through the body as well as the mind. Other approaches which encourage the use of touch in the counseling setting include Reich's character analysis, Lowen's bioenergetic therapy, Satir's family sculpting, Neuro-

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linguistic Programming, encounter groups and a variety of action oriented Gestalt exercises (Thayer, 1988). Many therapists view touch as playing a positive role in giving encouragement, expressing tenderness, and demonstrating emotional support to their clients.

Although touch may not always be used as a component of a specific counseling technique, many practitioners proclaim the tremendous healing effects that positive physical touch can elicit in their clients (Fanlow, 1983). The act of touching, hugging, stroking, massaging, etc. has been reported to have significant, if not truly amazing outcomes such as reducing stress, lowering blood pressure, restoring the body's immune system, raising one's self-esteem, and improving the overall quality of one's life and intimate relationships (Colton, 1987). Weiss (1979) reported that individuals who engaged in frequent touching in their daily lives described themselves as having a positive self-image, an awareness of their bodies, a sense of closeness with others, and being physically and emotionally stable.

Representing an opposing viewpoint, the psychoanalytic approach has held a strict taboo against counselor-client touch since the days of Freud (Forer, 1969). It is the traditional consensus that the therapist should not intervene with the patient, but instead remain completely remote and objective, adding nothing personal which could interfere in the analytic process.

Considering how easily a touch may be misconstrued, counselors need to be continually aware of their intentions for giving the touch as well as the emotional readiness of the client to receive it. Depending upon the unique circumstances in each counselor-client relationship, physical touch may increase therapeutic effectiveness. However, it also has the potential to create a destructive barrier which prevents any real counseling progress (Alagna, Whitcher, Fisher, & Wicas, 1979).

DEFINING APPROPRIATE TOUCH

Bacorn and Dixon (1984) defined appropriate touch within the counselor-client context as "physical contact between the hands of the therapist and the hands, shoulders, arms, or upper back of the client" (p. 489). These areas were chosen to ensure that the recipient would correctly interpret the touch as warm and friendly as opposed to aggressive or exploitive in its intent. Appropriate duration of the touch is approximately three to five

seconds, long enough to establish firm contact, yet not too long as to create an uncomfortable feeling in the client. Therapists need to be aware that the act of touching is like any other message they communicate in that it may elicit positive or negative reactions depending upon the unique construct system of the receiver.

Various types of touching have been categorized according to the message communicated (Heslin, 1974). The continuum of touch ranges from very impersonal to highly intimate physical contact with the two appropriate categories within the counselor-client relationship being social-polite and friendship-warmth. The purpose of the social-polite touch is to affirm another person's identity without perceived emotional involvement. The handshake is the quintessential example. Many therapists greet their clients by shaking hands as a gesture to help establish rapport.

The category of friendship-warmth communicates the elements of caring and concern. This type of touching includes the affectionate embraces of placing an arm around another's shoulder, holding a person's hand in times of comfort, and the many varieties of hugging. Potter (1984) noted that these demonstrations of genuine touch are thought to release endorphins, the body's natural pain killers.

Fisher, Rytting, and Heslin (1976) established three conditions which must be satisfied in order for a touch to be favorably accepted by the client: (a) the touch must be appropriate for the situation, (b) the touch must be no more intimate than the receiver desires, and (c) the touch must not communicate a negative intention. The touch also needs to be contextually suitable. This may be determined by the amount of touching, the type of touch (e.g., pat, squeeze, stroke, embrace, etc.) and also the body location of the touch.

Older (1982) identified occasions when touch is not appropriate for use in therapy. These include: 1) when the counselor genuinely does not want to touch the client; 2) when the counselor senses that the client does not want to be touched; 3) when the counselor does not believe that the touch would be effective; 4) if the counselor feels manipulated by the client to give the touch; and 5) if the counselor is giving the touch to meet self needs or manipulative desires for self-gratification.

Perhaps the crux of the ethical issues surrounding counselor-client touch is clients' inherent freedom to choose who touches their bodies. As persons of all cultures have been robbed of their dignities through the tragedy of physical and sexual assault, asking

their permission prior to giving a nurturing touch can help empower them once again. Hendrickson (1982) stressed that a counselor's touch which is poorly timed or offered in the wrong context or without the client's approval may lead to a strong negative client reaction and even potential litigation in some cases. Before initiating touch with their clients, counselors may review the previously mentioned criteria to evaluate whether the touch is an appropriate response to the immediate situation.

CLIENTS' REACTIONS TO COUNSELOR TOUCH

Thayer (1988) noted that touch within the counseling setting is at times a problematic dilemma for practitioners because of the potential negative client reactions. Factors concerning the possible misinterpretation of the touch include the clients' past experiences with physical contact based upon their cultural background, sex-role orientation, and presenting therapeutic concerns.

The client's cultural background will impact upon the perception of the therapist's touch. Various cultures and subcultures determine their own unwritten rules regarding how physical touch is expressed within their society (Montagu, 1986). Thayer (1988) noted that the overall touch rates in northern Europe noncontact cultures are usually quite low, whereas in the Mediterranean area of Europe, touch contact rates are considerably higher, even between strangers. The United States was found to be a particularly low-touch culture, one in which people rarely touch each other in public.

These cultural mores which govern touching behavior are embedded early through child rearing practices. In a study which compared the frequency and nature of touch between caregivers and children 2 to 5 years old in the countries of Greece, the Soviet Union, and the United States, the touching rates were similar when it came to punishing and negative forms of touching. However, when observing positive, nurturing touches, Greek and Soviet children were held and caressed significantly more than American children (Thayer, 1988).

Gender is another important factor for therapists to consider in regard to how their touch will be perceived. Previous researchers have noted considerable gender-related differences in relation to the frequency of affectionate touch they initiate and receive, the context in which the touch occurs, and the emotional meanings associated with it (Jourard, 1966). These differences are

at least partially accountable by the learned sex-role orientation of the individual.

Berman and Smith (1984) observed that within the American socialization process, receiving nurturing physical affection (e.g. kissing, cuddling, holding) is often associated with femininity and is thus discouraged among the male gender at an early age. This learned sex-role behavior is translated into a strong social touching taboo for men. Same sex demonstrations of physical affection are viewed as effeminate and homosexual in nature. A sole exception to this rule is found in the masculine context of athletics (Deaux, 1976).

Bates (1976) stated that American males have learned that real men are not supposed to express sensitive emotions which are associated with weakness. It is not socially acceptable for males to embrace. This pressure, which often breeds homophobia among its citizens by linking touch with sexuality, may influence a male client to construe his male counselor's affectionate touch as a possible affront to his masculinity, perhaps even to his heterosexuality. Spotnitz (1972) advised male therapists to be aware of these factors when they are deciding whether touching their male clients would be an appropriate gesture.

Another area for counselors to consider before touching their clients is the individual's presenting therapeutic concerns. Holyroyd and Brodsky (1977) suggested the following uses of touch: 1) modeling appropriate touch with clients who are socially or emotionally immature; 2) consoling clients who are experiencing grief or trauma; 3) as a way of expressing general emotional support; and 4) as a greeting or at a termination.

CONCLUSION

Since touch is an important variable within the therapeutic setting, counselors are encouraged to address the issues involved in the ethical and appropriate use of counselor initiated touch. Effective touching is a sincere empathic expression of the therapist's feelings and personal counseling style. Counselors need to be aware of their own motives and be honest with themselves about the message being sent by the touch and how it may be received by the client. Elements such as the counselors' theoretical rationale, the type of appropriate touch, and the clients' past experiences with physical contact based upon the clients' cultural background, sex-role orientation and presenting therapeutic

concerns need to be given thoughtful consideration. These guidelines may help the therapist make an informed ethical decision concerning the appropriate use of touch within the unique context of the counseling relationship.

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